THE UNIVERSITY OF ALBERTA

# IMMEDIACY, THE "CORE CONDITIONS", AND COMMUNICATIONS TRAINING: AN EXPLORATION OF INTERRELATIONSHIPS

by

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Immediacy, the Core Conditions, and Communications Training: An Exploration of Interrelationships" submitted by Gary R. Ford in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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# ABSTRACT

This study specifically addressed itself to the following areas of inquiry:

a, an investigation of the relationship between the core conditions of empathy and genuineness and three immediacy dimensions of referent, content, and locus,

b, an assessment of the impact of a communication skills training program upon communicator levels of immediacy, empathy and genuineness,

c, an assessment of the impact of a communication skills training program upon cognitive understanding of basic communication skills,

d, an exploration of the effects of differing stimulus conditions upon the immediacy, empathy and genuineness of responses made to these stimulii,

and e, an exploration of the interaction between training effects and stimulus condition effects upon the immediacy, empathy and genuineness of responses made to these stimulii.

In order to complete this investigation, a special behavioral scoring system for rating the level of immediacy of verbal communication was developed and proven to be reliable and valid in a multi trait multi method validation matrix. In addition, an experiential/didactic communication skills training program was designed, emphasizing one-to-one verbal communication skills (described by John Wallen, 1964-70) for achieving understanding and appropriate sharing of immediate experience.

The study focussed on six dependent variables including

three dimensions of immediacy (referent, content and locus), empathy, genuineness, and cognitive understanding of communication skills. To test for training effects, a quasi-experimental, seperate sample pre-test/post-test control group design with random assignment to observation was used. Stimulus conditions were varied by manipulating the content or form of hypothetical communication to subjects. Subjects' verbal responses were scored for the immediacy and core condition variables.

The results indicated:

a, small but significant correlations between two immediacy dimensions (referent, content) and the two core conditions,

b, some training effects such that the brief training interaction (14 hours over a ten week interval) did have significant impact on cognitive understanding but no significant effect on levels of immediacy and the core conditions,

c, generally significant stimulus effects supporting the hypotheses that greater non-immediacy is associated with reception of non-immediate, negative affect, and binding communications from another person

and d, no evidence of significant training by stimulus interactions.

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# I. INTRODUCTION

## A. Purpose

Considerable research has been conducted which purports to identify therapist behaviors or conditions necessary for constructive client change and growth. This research has been summarized in Berenson and Carkhuff (1967), Carkhuff (1969a, 1969b), Truax and Carkhuff (1967) and Truax and Mitchell (1971). Three core conditions have been identified: empathy, genuineness and positive regard. Scales and scoring systems for scoring therapist responses to clients according to the level of functioning on each of these core conditions have been developed (Truax, 1961a, 1962a, 1962B; Carkhuff, 1969b). Extensive research was conducted using these scales to further support the hypothesized relationship between therapist empathy, genuineness, and regard and constructive client change, and to demonstrate that counselors and therapists could be trained to function more effectively as communicators of these core conditions.

In turn, these scales have been severely criticized for their failure to actually measure what they purport to measure (Guirora, 1967; Keisler *et al.*, 1967; Rogers, 1967; Ch. 12; Caracena and Vicory, 1969; Shapiro, 1969; Chinsky and Rappaport, 1970; Rappaport and Chinsky, 1972; and Beutler, 1973). This criticism has severely weakened the credibility of the research into necessary behaviors for effective counseling. It would appear that damage is sufficiently severe that the knowledge derived from such study is in danger of being dismissed by many, like the proverbial baby with the dirty bath water. Such dismissal, based on the argument that the measurements are not valid, fails to recognize that raters using the scales are able to make discriminations between therapist responses. As it is not entirely clear how these discriminations are made, it seems paramount that we explore this further to identify what is, in fact, being measured.

To explore this question, there is some justification for considering the work of Kaplan (1953), Isaac (1963), Kempler and Wiener (1964), Wiener and Mehrabian (1966a, 1966b, 1968), Mehrabian (1966a, 1966b), Gottlieb *et al.* (1967), Kuiken (1973a, 1973b, 1977), Roth (1973), Kuiken and Roth (1973, 1975), Kuiken and Collier (1977), and Kuiken and Hill (1977). The above researchers have been investigating the measurement of immediacy in verbal communication. Immediacy refers to the use of a special channel of communication to indicate the communicator's active relationship to his own immediate experience and/or the immediate experience of the person spoken to. Specifically, observable variations in language form and content operate as metacommunicative cues which may legitimately be interpreted as the communicator's implicit reluctance to affirm immediate experience. Mehrabian (1966b, 1967a) has hypothesized that these cues specifically provide important information about the communicator's affective state, his relationship to his own immediate experience, and his relationship to the listener.

This is very similar to the intent of the core conditions as described in the scales for scoring empathy, genuineness, and positive regard. The core condition scales call on raters to make inferential judgements about the helper's relationship to the client's immediate experience in the case of empathy and positive regard scales, and, about the helper's relationship to his own immediate experience in the case of the genuineness scale. Given the arguments of Guirora (1967), Keisler *et al.* (1967), Rogers (1967) Caracena and Vicory (1969), Shapiro (1969), Chinsky and Rappaport (1972), Rappaport and Chinsky (1972), and Beutler (1973), that the scales could not possibly be measuring what they purport to measure because of their inferential nature, it is possible that the raters using these systems do, in fact, rely on the subtle language cues identified by Wiener and Mehrabian (1968) and Kuiken (1973a, 1973b).

Wiener and Mehrabian (1968) and Kuiken (1973a, 1973b) have developed fairly specific scoring systems for the assessment of immediacy variations in verbal behavior. The scoring processes used in their immediacy research have fairly explicit and behavioral criteria. Perhaps the immediacy criteria will provide a methodological improvement in research into the forms of therapist communications that precipitate constructive client change. This study, in part, is an attempt to determine whether immediacy assessments correlate highly with the core conditions. If so, we may have a better understanding of the cues actually used by raters when using the core conditions scales.

In this study, an assessment of the possible relationship (correlation) between two of the core conditions (empathy and genuineness) and three dimensions of immediacy was conducted. A new immediacy scoring system was developed with explicit and primarily behavioral criteria to assess the following three dimensions:

a, Referent - an assessment of the extent to which a speaker's communication refers explicitly to himself and/or his own immediate experience in active *versus* passive voice;

b, Content - an assessment of the extent to which the content of the speaker's communication represents explicitly, concretely, and descriptively immediate experience;

and c, Locus - an assessment of the extent to which the time/space quality of a speaker's communication is here-and-now as opposed to there-and-then.

This new scoring system was expected to have convergent and discriminant validity which had not been demonstrated for other scoring systems. As the immediacy scoring system requires a non-inferential assessment of several dimensions of verbal behavior in each verbal statement, results of this study may clarify some of the specific verbal behaviors that discriminate between helping responses rated as high in terms of the core conditions and those rated as low.

This study also had two other major foci. First, it was decided to couple the investigation of the relationship between the core conditions and immediacy with an investigation of the efficacy of a communication skills training program aimed at the development of skills for one-to-one verbal communications. One goal was to increase the probability of obtaining a full range of responses on the immediacy criteria and the core conditions, thereby insuring that any failure to obtain predicted correlations could not be attributed to the restricted range on the variables. Another goal was to work toward filling a gap in the literature on the effects of communication training. The existing body of literature on the effects of communication training is essentially limited to investigations of training specifically for higher levels of facilitative functioning. Such literature has been criticized for not adequately dealing with the issue of subject sensitization to experimental procedures. Generally, in such training, subjects have been trained with the same instruments that are ultimately used to score their verbal behavior. Notable exceptions do exist (e.g., Hundleby, 1973) but there is a definite need for more rigorous experimentation. Consequently, this study was designed to include an assessment of the efficacy of an integrated experiential/didactic communication skills training program without problems of subject sensitization to the assessment instruments or other experimental procedures. Dependent variables in the study included cognitive understanding of the basic skills, communication immediacy, and functioning on the core conditions.

Second, it was decided to include an investigation of the effects of differing stimulus situations (presented by persons designated as helpees) upon the level of response made by their helpers in terms of both immediacy and the core conditions. Research conducted to assess the core conditions has suggested that there is a stimulus effect but these effects have not been made explicit (Carkhuff, 1969, p. 109). The literature on immediacy also indicates that differences in stimulus conditions lead to differences in the level of immediacy of responses to those conditions. Wiener and Mehrabian(1968) suggest that non-immediacy is associated with negative affect and possibly with ambiguity in the stimulus situation. Roth (1973), Roth and Kuiken (1975), and Kuiken and Hill (1977) have suggested that non-immediacy is more likely in responses to binding stimulus situations. There is also a postulate (Wiener and Mehrabian, 1968; Roth, 1973; Roth and

Kuiken, 1975; Hamill, 1975; Kuiken, 1977) that non-immediacy is modeled in stimulus situations presenting non-immediacy to the respondent. The above studies, however, were not direct explorations of stimulus effects within conversational interactions found in the counseling relationship. This study systematically assessed differing stimulus effects within the context of a counseling analogue. Carkhuff (1968) suggests that stimulus effects vary with the level of functioning of the respondent. Consequently, this study tested for stimulus effects for both trained and untrained subjects. This allowed assessment of the hypothesis that subjects trained to communicate for understanding and appropriate sharing of immediate experience would respond with higher levels of the core conditions and higher levels of immediacy despite the experience of unfavorable stimulus situations while untrained subjects would be influenced toward less immediacy and lower core condition response.

## B. Summary of Intentions

### 1. Inquiry

This study specifically addressed itself to the following areas of inquiry:

a, an investigation of the relationship between the core conditions of empathy and genuineness and three immediacy dimensions of referent, content, and locus,

b, an assessment of the impact of a communication skills training program upon communicator levels of immediacy, empathy and genuineness, c, an assessment of the impact of a communication skills training program upon cognitive understanding of basic communication skills,

d, an exploration of the effects of differing stimulus conditions upon the immediacy, empathy and genuineness of responses made to these stimulii,

and e, an exploration of the interaction between training effects and stimulus condition effects upon the immediacy, empathy and genuineness of responses made to these stimulii.

2. Developing Applied Skills

In order to complete this study, it was necessary to undertake several innovative tasks:

a, to design and test the validity of a series of stimulus conditions appropriate for testing stimulus condition effects,

b, to design and test the validity of a scoring system for assessing the immediacy of verbal responses made to a series of stimulus conditions,

c, to develop questionnaires for testing the appropriateness of sampling procedures used in the study,

and d, todevelop an experiential/didactic communication skills training program emphasizing one-to-one verbal communication skills for achieving understanding and appropriate sharing of immediate experience.

# II. REVIEW OF LITERATURE

## A. Identification of the Core Counseling Conditions

During the past two decades, there has been considerable excitement about experimental research on counselor behaviors which support and promote learning, growth and improvement on the part of the client in psychotherapy and counseling. In a sense, this research was sparked by the startling conclusions made by Eysenck (1952). He reviewed 19 studies covering more than 7,000 cases treated by eclectic or psychoanalytic approaches to psychotherapy. From this review, he came to a conclusion that ultimately threatened the field of counseling and psychotherapy. He reported a 64% improvement rate for patients seen in psychotherapeutic treatments. This created dissonance when this improvement was shown to be lower than the general estimates of spontaneous recovery rates in non-treated patient groups. The general estimate for spontaneous remission is approximately 70%. Frank (1961) using more deliberate data collection procedures found similar evidence to support the suspicion raised by Eysenck (1952). Frank's studies also demonstrated that there is a general 2/3 improvement rate for both treated and untreated patient groups. This held true for the treated patient groups regardless of treatment method. These results, by their nature, motivated proponents of counseling and psychotherapy to address themselves to specific questions concerning counseling processes in order to specify behaviors that contribute to client improvement.

Whitehorn and Betz (1954) conducted pioneering work into the search for behaviors which discriminated between psychotherapists with high improvement rates (75%) and psychotherapists with low improvement rates (27%). In their comparison of the behaviors of seven effective therapists with seven ineffective therapists, they found that (a) the successful therapists tended to be warm and supportive and attempted to understand the client in a personal, immediate, and idiosyncratic way, and (b) the less successful therapists were generally more impersonal, focussed more upon psychopathology of the client and attempted a more external kind of understanding (Whitehorn and Betz, 1954). These results offered experimental evidence generally supportive of the earlier clinical hypotheses presented by Rogers (1954). Rogers had proposed that (a) accurate reflection or clearly demonstrated understanding of the client, (b) unconditional respect for the personhood of the client, and (c) a genuineness in interaction with the client, contributed to growth in the client-therapist relationship and consequently to client improvement and growth. He later argued that these conditions were both necessary and, in some cases, sufficient for client growth (Rogers, 1957).

Shortly after the study by Whitehorn and Betz (1954) and the treatise presented by Rogers (1954, 1957), investigators into therapeutic outcome becamse increasingly aware that, although there were no significant differences between treated groups and untreated control groups in terms of average improvement ratings, there were significant differences in the variability of the groups after treatment. That is, treatment groups were found to have more variability in improvement after treatment than the control group. This suggested that some subjects demonstrated improvement while others demonstrated a decline or regression on the criterion measures used to assess client improvement. Bergin (1963), in his review of literature on the effects of psychotherapy, noted this difference in variability in the results reported by Barron and Leary (1955), Cartwright and Voegl (1960) and Truax (1963). Truax (1971) identified this phenomenon in the studies reported by Rogers (1962), Truax (1962), and later in the studies by Truax and Carkhuff (1965), Truax and Carkhuff (1967), and Rogers *et al.* (1967). This new awareness of the higher variability among scores on various indices of client improvement for the treatment (counseled) groups as opposed to control (no-treatment) groups led several students of counseling effectiveness (Truax and Carkhuff, 1967; Truax and Mitchell, 1968; and Truax and Wargo, 1966) to examine more closely the data in such studies, looking specifically for differences between therapists. From their exploration, they concluded that

> a, although counseling and psychotherapy are shown, on the average, to be no more effective than the average of no direct professional treatment, "...some counselors and therapists are significantly helpful, while others are significantly harmful ...."
>
> and b, "through close examination of existing theories and clinical writings, it is possible to identify therapeutic ingredients likely to lead to helpful and harmful client outcomes, and through direct research to identify such ingredients." (Truax and Mitchell, 1971, p. 301)

These conclusions renewed the interest in the earlier study by Whitehorn and Betz (1954) and subsequent studies of a similar nature (Betz, 1963; Whitehorn, 1964). These studies became the basic model for research aimed at identifying counselor and psychotherapist behaviors which seemed to differentiate between counselors with high improvement rates and those with low improvement rates. A great variety of studies have been conducted using a variety of therapist-client situations in an attempt to identify functional behaviors. Early work focused principally upon Rogerian client-centered counseling relationships. For the most part, these studies seemed to demonstrate that the characteristics identified by Rogers (1954, 1957) were in fact the characteristics which discriminated between effective or high functioning counselors and ineffective or low functioning counselors (Halkides, 1968; Rogers, 1962; Rogers, Gendlin, Kiesler and Truax, 1967; Truax, 1963; Truax and Carkhuff, 1963; Truax and Carkhuff, 1967; Truax and Wargo, 1966; Truax, Wargo, Frank, Imber, Batke, Hochn-Sane, Nash and Stone, 1966a). These studies led the researchers to the conclusion that the effective therapist is

> "a, non phony, non defensive, and authentic or genuine in his therapeutic encounter;
> b, able to provide a non-threatening, safe, trusting, or secure atmosphere through his own acceptance, positive regard, love valuing or non-possessive warmth, for the client;
> and c, able to understand, 'be with', 'grasp the meaning of', or have a high degree of accurate empathic understanding of the client on a moment-by-moment basis." (Truax and Mitchell, 1971)

These three qualities - empathy, genuineness, and warmth - were called the "core conditions" of the therapeutic functioning of the therapist. Excitement increased as it appeared that the behaviors that led to effective counselor performance would be isolated and verified through credible research.

## B. Development of Scoring Systems for Assessing Therapist Functioning on the Core Conditions.

Truax (1961a, 1962a, 1962b) developed measurement scales for scoring counselor or psychotherapist responses to clients in terms of the degree of accurate empathy, genuineness, and positive regard communicated to the client by the counselors verbal message. These scales were intended to be structured so that a person trained in the use of these scales for rating counselor responses could listen to or read the counselor responses to the client and, then, rate the quality of the response on a separate nine point scale for each of the three "core conditions". Truax and Carkhuff (1967) later modified these nine point scales into shorter five point scales to increase the reliability of rater discriminations. In addition, Carkhuff (1969a) added a composite scale for scoring the three core conditions in one combined rating. The use of these rating scales in research testing the hypothesized relationships between empathy, genuineness, and positive regard tended to give such experiments greater credibility. This credibility was enhanced by the high inter- and intra-rater reliability coefficients being reported for these scales. Reliability ratings were predominantly in the .80's and .90's and therefore highly significant (Truax and Mitchell, 1971, p. 320-321).

Truax argued that these scales were actually measuring

> "...an interpersonal skill rather than simply an attitude or a personality attribute since a person can have an understanding or empathic attitude, and even actually be sensitive and accurately understand without making an accurately empathic response." (Truax and Mitchell, 1971, p. 319)

No longer did empathy, genuineness and positive regard appear to be the unassailable, almost ethereal, qualities that they had tended to be in earlier literature (Allport, 1961; Erickson, 1950; Fiedler, 1950, 1951; Fromm-Reichman, 1950; Overstreet, 1952; Rogers, 1951, 1961; Sullivan, 1953; Hasharf and Bender, 1952).

The measurement of empathy was also moved closer to the theoretical conceptualization presented by Rogers (1954) and away from the direction of measurement taken by Dymond (1948, 1949) and Dymond and Cotrell (1949). Dymond and Cotrell had both been working on the measurement of empathy by assessing what is more commonly called person-perception and this conceptualization of empathy did not sit well with the client centered school of psychotherapy. The definitions and scales of measurement provided by Truax were indeed very congruent with the definitions and behavioral implications presented in the theoretical arguments of Carl Rogers (1954, 1957). They seemed to be measuring behaviors that were more intuitively relevant than the behaviors of interest to person-perception researchers.

Thus, the scales had ready face validity. They purported to measure qualities and behaviors which clinical experience seemed to intuitively verify. However, it was difficult to demonstrate any clear construct, concurrent, or predictive validity. Some researchers were content to rely on the high reliability ratings to demonstrate their experimental rigor. Others briefly argued that the scales were validated by their apparent ability to discriminate between high outcome and low outcome client-therapist conditions. For many others, the expectation was that the validity of the instruments would be born out by the continued demonstration of research findings supporting the hypothesized connection between client improvement and the operative level of the attending therapist on the three core conditions. None of the studies has demonstrated evidence for convergent and discriminant validity as demanded by Campbell and Fiske (1959).

### C. Relationships of the Core Conditions to Therapeutic Process and Outcome, and to the Training of Counselors

Using the scales for the three core conditions, a variety of subsequent research was conducted purporting to demonstrate results which were adding strength to the basic hypothesis and contributing to what Carkhuff (1969a) later came to call the Human Development Resource model. This model involves a compilation of the various research findings in order to provide some explanation for the relationships between counselor or therapist process, client process, and outcomes of therapy. In turn, this model has provided impetus for significant changes in counselor education. The research results have been used to strengthen arguments for an increase in skills training designed to increase the interpersonal competence of the counselor trainee. Some of the conclusions from these studies which have been shaping the HDR model include the following:

1, the offering of high levels of the three core conditions has been shown to be functional for the improvement of a wide variety of clients including college underachievers (Truax and Wargo, 1966), juvenile delinquents (Dickenson and Truax, 1965; Truax and Wargo, 1967a), hospitalized schizophrenics (Truax and Carkhuff, 1963; Rogers, Gendlin, Keisler and Truax, 1967), hospitalized psychiatric patients (Truax, Carkhuff and Kodman, 1965; Truax and Wargo, 1967b) and outpatient groups (Truax and Wargo, 1969; Pagel, Carkhuff and Berenson, 1967).

2, the model extends to non-counseling settings. The offerings of high levels of the three core conditions by parents and teachers leads to constructive gains on both emotional and intellectual indices on the part of their respective children and students (Aspy, 1967; Aspy and Hadlock, 1967; Truax and Carkhuff, 1967).

3, the depth of self exploration of low functioning clients tends to be significantly interdependent with the level of conditions offered by the therapist, while the self exploration of clients already functioning at higher levels on the core conditions seems to continue independently of changes in the level of conditions offered by the therapist if the therapist initially starts at a high level of functioning. With low level functioning clients, if the therapist offers lower levels of the core conditions, self exploration decreases (Holder, Carkhuff and Berenson, 1967; Piaget, Berenson and Carkhuff, 1967).

4, the initial level of conditions offered by the therapist appears to be the critical influence for subsequent levels of client functioning in the therapeutic process. If the therapist initially offers low levels of the core conditions both high and low level functioning clients move toward minimal self exploration (Piaget, Berenson and Carkhuff, 1967).

5, high level facilitators have been found to confront more often than low level facilitators (Anderson, Douds and Carkhuff, 1967). High level facilitators tend to confront the client with descriptions of their experience, abilities and resources whereas low level facilitators tend to confront the client with their limitations (Anderson, Douds and Carkhuff, 1967; Berenson, Mitchell, and Laney, 1967; Berenson, Mitchell and Moravec, 1967).

6, when the behavior of the client is manipulated between high and low core condition behaviors, low level functioning therapists tend to decrease their level of facilitative functioning when the client decreases his level and have considerable difficulty recovering their own previous higher levels of functioning. In contrast, high level functioning therapists tend to increase their level of facilitative functioning when the client decreases his level (Carkhuff and Alexik, 1967; Alexik and Carkhuff, 1967).

7, examination of the levels of functioning of trainees in professional helper training programs suggests that few such trainees are actually being trained to function effectively on any of the core dimensions related to constructive client changes. The level of facilitative functioning of such professional trainees has been demonstrated to be low (Bergin and Solomon, 1963; Carkhuff, Kratochvil and Friel, 1968).

8, although the number of directly comparative studies was small, there was early evidence to suggest that the training of lay counselors led to levels of trainee functioning which were at least as high as, or higher than, the level of functioning, on the core conditions, for professional trainees (Anthony and Carkhuff, 1969; Berenson *et al.*, 1966; Bergin and Solomon, 1963; Carkhuff *et al.*, 1968; Carkhuff and Truax, 1965a; Martin and Carkhuff, 1968; Pierce *et al.*, 1967). A recent study by Hindmarch (1977) has, however, demonstrated that professional trainees, when trained in core condition skills, perform at higher levels of functioning than lay counselors.

9, extensive evidence has been provided to indicate that lay counselors can be trained to be minimally facilitative (functioning at level 3 or higher) on the dimensions that have been demonstrated to facilitate constructive client changes. Training periods in the related research studies have ranged from 20 hours to periods of one year (Berenson *et al.*, 1966; Carkhuff and Truax, 1965a; Demos, 1964; Demos and Zuwaylif, 1963; Gunning *et al.*, 1965; Hansen and Barker, 1964; Jones, 1963; Kratochvil, 1969; Martin and Carkhuff, 1968; Munger and Johnson, 1960; Pierce *et al.*, 1967; Webb and Harris, 1963; Wrightsman *et al.*, 1966).

10, extensive evidence has been provided to demonstrate that a great variety of trainee types can be trained to be minimally facilitative on the core conditions. These trainee groups include professionals such as graduate trainee counselors (Carkhuff *et al.*, 1968; Carkhuff and Truax, 1965; Martin and Carkhuff, 1968), teachers (Hefele, 1972; Berenson, 1972), nurses (Parker, 1970) and social service workers (Gokiert, 1973). In addition, non-professional trainee groups such as pre-school teachers and lay family workers (Bierman *et al.*, 1972), dormitory floor counselors (Ivey *et al.*, 1968), and high school students (Hundleby, 1973) have been successfully trained to function at minimally facilitative levels. Vitalo (1971) has demonstrated that hospitalized psychiatric patients can also show significant improvement in levels of facilitative functioning after training.

These conclusions have had significant impact in the field of counseling and psychotherapy. The most significant impact was upon counselor training. There was a strong movement toward introducing the training methods elaborated by Carkhuff (1969a) into graduate counselor training programs, lay counselor training programs, and professional development programs for experienced therapists and counselors. The HDR model elaborated by Carkhuff (1969a, 1969b) initially gained considerable support and favor in the field of actual practice and in schools of counselor development. This, however, has changed considerably in the last few years as all of the above research has undergone rather severe criticism for weaknesses inherent in the research methodology.

### D. Critique and Identification of Inherent Weaknesses in Research Methodology.

The above conclusions are all founded upon research conducted using the scales developed by Truax (1961a, 1962a, 1962b) and Truax and Carkhuff (1967). Herein lies the weak link in the chain of logic and research serving as the foundation for the model, and the implications it presents. The weakness of the scales stems from several very significant attributes which leave unanswered the most important question as to what the scales are actually measuring. These attributes are discussed separately below.

1. *The scales require the rater to rate therapist performance according to what the rater believes to be the actual internal state of either the client or the counselor:*

For example, in the genuineness scale, the rater is to identify whether the counselor is in fact "being himself". According to Shapiro (1969), "...it is difficult to see how the rater can decide whether the therapist is 'being himself' without any other information about the therapist..." than his verbal response to the client. The same difficulty is encountered with the rating of the condition of accurate empathy. The question is how can the rater rate the level of accurate empathy of the therapist unless the rater himself is fully able to accurately gauge what true meaning and feelings are being expressed by the client. Truax (1966a) has demonstrated that essentially identical ratings are obtained whether or not raters hear or see client responses to the therapists attempts at empathic reflection. Truax (1972) has argued in defense of this stating that

> "...the raters had more than single responses to go on. Since time samples were used, the raters had sequences of therapists responses, and since therapists do not respond to patients independently of the patients response, they could make judgements about whether or not the therapists' attempts at empathy were correct or incorrect by the nature of therapist responses." (p. 398)

This rationale seems highly suspect. It neglects the basic nature of the scoring systems themselves. For genuineness, the rater is explicitly required to judge the congruency between the observed behavior and the guessed at internal state of the therapist. For accurate empathy, the rater is required, by the scale, to judge the congruency between the verbal description of the client's internal state provided by the therapist and the guessed at 'actual' internal state of the client: "...to assume that one can measure both the therpaist's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings in the absence of the client's statements raises serious questions as to the meaning of the measurement." (Rappaport and Chinsky, 1972). This problem alone has been sufficient to lead several critics to argue that the scales could not possibly be measuring what they purport to measure (Guiora, 1967; Kiesler *et al.*, 1967; Rogers, 1967, Ch. 12; Caracena and Vicory, 1969; Shapiro, 1969; Beutler, 1973).

2. *The accuracy or quality of the ratings is a function of the level of functioning of the rater:*

Research has demonstrated that the level of functioning of the rater must be high if he is to be able to rate the therapist with any reliability and credibility. Canon and Carkhuff (1969) looked at the discrimination abilities of high and low functioning raters. Their results demonstrated that the low level group which was functioning approximately one to one and one-half communication levels lower than the high level group, were significantly ($p<.05$) less accurate in their discrimination ratings on the Carkhuff Discrimination Index (Carkhuff, 1969a, p. 114). Although level of experience was found to also be relevant, the raters own level of functioning was shown to be the major indication of rating accuracy. Now, it seems particularly critical that the level of functioning is one rater variable which researchers have consistently failed to indicate. This makes the results reported more suspect in that we have no suggestion as to the level of accuracy that the raters, although highly reliable on an interrater basis, are actually achieving. Given that raters are often students in training, or, in some cases secretarial staff with little training beyond discrimination training, the level of functioning of the raters must be treated as a crucial variable. This achieves paramount significance when Carkhuff (1969a) reveals that there is no assurance that high level discriminators, as determined with his Discrimination Index, are high functioning communicators.

3. *The scales are not independent of each other:*

Generally, the scales have been found to be positively intercorrelated. If a therapist is rated as high on one of the scales, he is likely to be rated as high on the other scales (Muehlberg *et al.*, 1969). The research demonstrating relationship between the core conditions and outcome also suggests this commonality and interdependence (Truax and Carkhuff, 1965; Truax *et al.*, 1965). Both Truax and Carkhuff (1967), however, argue the functional independence of the three therapeutic conditions based on research evidence demonstrating that in some cases one of the three therapeutic conditions was not positively correlated with outcome (Truax *et al.*, 1965; Truax *et al.*, 1966a). Shapiro (1969) finds this argument rather fallacious.

> "In order to sustain the claim of functional independence of the scales, Truax and Carkhuff (1967) would have to demonstrate the existence of reliable specifics in the variances of the three scales. This is not achieved by referring to totally unexplained variability in the intercorrelations between three scales which show clear average positive intercorrelations despite uneven reliabilities." (Shapiro, 1969, p. 353)

Shapiro (1968) reports results demonstrating high correlations of the three scales with 7 point semantic differential ratings for the dimensions of understanding, not understanding and good-bad. He reported that accurate empathy ratings correlated .67, genuineness .73, and warmth .87 with the understanding-not understanding dimensions. Accurate empathy ratings, in fact, correlated higher (.71) with the evaluative dimension of good-bad than they did with the understanding-not understanding dimension. These findings support the contention (Chinsky and Rappaport, 1970) that some general quality is being rated.

Rappaport and Chinsky (1972) argue that these results demonstrate that "...the Truax (1972, p. 398) assertion that the accurate empathy scale is not measuring some global 'good' quality is certainly contradicted ..." (p. 401). Intercorrelations among the empathy, regard, genuineness, and two additional Carkhuff scales for concreteness and self-disclosure have yielded the conclusion that a single major factor accounted for practically all of the observed correlations among the facilitative conditions.

4. *The validity of the scales has not been clearly demonstrated:*

According to Shapiro (1969), "validation of the scales, apart from consideration of their face 'validity' depends almost entirely on research evidence relating them to outcome and to other therapy variables. There is little evidence on what the scales measure." (p. 352). Rappaport and Chinsky (1972) scathingly attack "...the fallaciousness of the reasoning that correlational data between outcome and a given variable indicate either a cause-effect relationship or an understanding of that variable." (p. 401). We do not have clear evidence concerning either construct validity or predictive validity. The evidence we do have suggests that in fact the scales are measuring something other than what they do purport to measure (Kiesler *et al.*, 1967; Caracena and Vicory, 1969; Shapiro, 1968, 1969; Chinsky and Rappaport, 1970; Rappaport and Chinsky, 1972; Beutler, 1973). The predictive validity of the scales, despite an abundance of studies showing a correlation between the core conditions (as shown by the scales) and outcome, remains questionable essentially because the outcome criteria have generally been global ratings of client improvement by clients and therapists. When the studies reported more specific improvement criteria, such as independent social effectiveness ratings or symptom improvement, no correlations were found (Truax, 1970; Truax *et al.*, 1966).

There has been some demonstration of correlation between the scores derived from the Truax and Carkhuff scales (Truax 1961a, 1962a, 1962b; Truax and Carkhuff, 1967) and other empathy scales. A study by Lister and Truax (1970) correlated the ratings of accurate empathy with Porter's (1943) measures of counseling interview procedures. The study found only general agreement between the ratings of accurate empathy and independent evaluations using Porter's scale. Bachrach *et al.* (1971) found almost perfect correlations between ratings on three different rating scales for empathy: a, Accurate Empathy Scale (Truax, 1961a); b, Conjunctive Empathy Scale (Bachrach, 1966); and c, Raskin Empathy Scale (Raskin, 1965). The other core conditions, however, have not been assessed for their correlations with scales purportedly measuring the same variables.

In fact, the failure of research evidence to show that the client's perception of the facilitative conditions matches objectively measured levels of the core conditions makes the validity of the scales suspect. There seems to be a discrepancy between theory and research which the researchers fail to adequately explain. According to Rogers (1957), as the final condition for therapeutic personality change on the part of the client, the client must perceive:

> "...to a minimal degree, the acceptance and empathy which the therapist experiences for him. Unless some communication of these attitudes has been achieved then such attitudes do not exist in the relationship as far as the client is concerned, and the therapeutic process could not, by our hypotheses, be initiated." (p. 79).

Surprisingly, Burnstein and Carkhuff (1968), Hansen *et al.* (1968), and Truax (1966b), have reported that client perception of the levels of the core conditions appears to be unrelated to objectively measured levels of the core conditions and is less predictive of client outcome. The authors, faithful to their model relating measured levels to outcome, invoked the notion of interpersonal distortion as a possible explanation. They argued that, as the client populations are likely to perceive their interpersonal relationships inaccurately, then their judgements are likely the poorest measures of offered empathy. This certainly raises the question of construct validity. Caracena and Vicory (1969) tackled this proposition directly by using normal subjects as clients. Again no relationship was found between client perceived levels of the core conditions and objectively determined levels of the conditions. The assumption about perceptual distortion can not easily be invoked if the client is in fact a non-troubled subject. On the other hand, a recent study (Kurtz, 1970) found that only client perception of the level of therapist functioning on the dimension of empathy consistently correlated with therapy outcome indices. This certainly leaves the question unanswered and the validity of the scales has yet to be clearly demonstrated.

5. *The training of raters may teach raters to use cues for discrimination which are not described in the scale definition:*

Raters are trained by personnel who are usually well grounded in the theoretical orientation of Rogers (1951, 1961). As Shapiro (1969) states:

> "The suspicion arises that reliabilities between raters and correlations with other therapy variables may well be achievable only with raters trained by experienced Rogerian research workers, whose use of the scale manuals in training the raters is probably guided by many unstated and therefore unreproducible clinically based modes of thought which serve to eliminate the ambiguities present in the scales when viewed from outside the Rogerian framework." (p. 352)

Typical training procedures include review of the scales, scoring practice of tape recorded therapist responses and/or typewritten transcripts of therapist responses, discussion between trainers, and rater-trainees, and testing for agreement between trainee raters and expert raters.

These various steps highlight the various cues which the different raters are using to make their discriminations. It is very likely that the behaviors which lead to discriminations are more elaborately specified through such training procedures. Such behavior specifications are not included in the scale definitions. As there is very little written material available regarding these specific behavioral cues, then it may be inferred that the trainers are sensitizing the trainee raters through 'clinically based modes of thought' to a recognition of and valuing of certain language forms and content emphases. As these scales derive from the Rogerian school, the language forms and content which are implicitly valued and rated high would likely derive from the influence of the counseling behavior of Carl Rogers.

### 6. *Summary of critique*

In summary, there is considerable question as to what these scales are measuring. Unfortunately, critical assessment of these scales has tended to be ignored or superficially discussed by the most avid proponents of both the use of these scales and the model upon which the scales are founded. Driessel (1967) argues that this is always a danger faced by those who are active in trying to demonstrate the efficacy of a theory or given school of thought.

> "The dogmatic acceptance of a current theory may indeed make it impossible to discover the facts which refute it, since these facts could be satisfactorily understood only in the light of a novel, and at present, speculative theory." (Driessel, 1967, p. 106)

In addition, many of those people who did not initially subscribe to or were not fully committed to the model and the scales, have tended in the last few years to dismiss outright the value of this extensive body of research and to move off into new areas.

There is a very serious possibility here that, as de Bono suggests, we may be in danger of becoming entrapped in a Yes/No system of logic in regard to this task of identifying effective counselor behavior.

> "NO is the basic tool of logical thinking. It works in a simple and direct manner. We look at an idea and if it does not fit our experience, we use NO to throw out that idea...YES is much more than the simple absence of NO. YES has a very strong emotional basis. YES is the basic tool of the belief system. With beliefs it is not just a matter of not saying NO but of saying YES, YES, YES, a thousand times." (de Bono, 1974, p. 29,33)

In either case, there is a stopping short of a complete explication and description of differences between high and low functioning counselors. The tree of knowledge is obscured by both the forest of criticism and the blindness of dogmatism (Phillips, 1976). It would appear that it is now time for a critical assessment of these 'pseudo-behavioral' measurements and extensive speculation and inquiry as to what behaviors are actually being measured. It must be remembered that Eysenck and Frank have challenged counselors and psychotherapists to identify specific behaviors that contribute to increased counselor functioning and client improvement. The task is not finished.

## E. Need to Identify the Factor(s) Actually Being Measured

Given that there is considerable question as to what the scales for accurate empathy, genuineness, and warmth are in fact measuring, it seems paramount that some effort be expended in order to attempt to answer this question. To date, there has only been vague conjecture. Beutler (1973) suggests that the ratings, particularly empathy, may be conceived as reflecting a quality of the patient-therapist dyad. Caracena and Vicory (1969) suggest that interviewer interest, commitment and involvement may be some of the variables upon which raters agree when rating therapist responses. In addition, they suggest that raters "...may be forced to depend on superficial objective interviewer behaviors that are more readily available to them than is information about an abstract variable such as empathy" (p. 514).

Chinsky and Rappaport (1970) suggested that one such objective interviewer behavior might be voice quality. However, this does not explain differences in ratings when raters are asked to rate therapist responses in the absence of such non-verbal cues as voice variations or body language on the part of either the client or the therapist. The raters are presented with a verbal message in many cases via a typewritten copy of only the therapist's statements. They do not have access to information about either the therapist's or the client's actual internal state beyond the content of the therapist's statement. They are, however, asked by scale definitions to make subtle judgements about the internal experiences of the therapist and client given this limited information.

It certainly seems likely in the absence of a client response or any other clear indicator of the actual internal state of the client (in the case of empathy ratings) and the therapist (in the case of genuineness and warmth ratings), that the raters are obtaining their cues from the nature of the verbal response itself. Wiener and Mehrabian (1968) posit that people use language form and content as subtle cues to make inferences about how the communicator feels generally, how the communicator feels about the person spoken to, and how the communicator feels about their shared relationship. The rater using the "core condition" scales may be making these same adaptations to the task they are faced with.

Carkhuff himself conducted a factor analysis of rated responses emitted by high and low level functioning counselors, which strongly suggests this possibility.

"...low functioning respondents tend to respond to content

> almost exclusively while experienced and/or moderate functioning respondents tend to respond to affect about as frequently as content. High functioning respondents tend to respond to both affect and content. Both experienced and inexperienced as well as high- and low-functioning respondents demonstrate strong tendencies to respond to the present rather than the past or future. Similarly, all groups tend to respond to the helpee rather than themselves (the helpers) with the experienced and trained and/or high functioning respondents demonstrating an increasing tendency to respond to the interaction between helpee and helper. The experienced and high-functioning respondents tend to respond experientially although not to the exclusion of didactic responses, while the inexperienced and low-functioning respondents emphasize didactic responses but not to the exclusion of experiential and other responses. The directive-nondirective discriminations are more complex with experienced, low functioning practitioners tending to be either directive or to ask questions (often irrelevant, if not stupid) while experienced, high functioning practitioners demonstrate a more even balance between directiveness and nondirectiveness." (Carkhuff, 1969, p. 129)

Briefly, then, he suggests that raters, in rating the quality of the responses of the high and low level functioning therapists, should be able to discriminate by looking for differences in the following:

a, the amount of reference to affect (emotionality component);

b, the degree of reference to immediate experience (experiential component);

c, the degree of reference to the interaction between the client and the therapist (relationship component);

d, the degree of a here-and-now orientation connoted by the response (space - time component);

e, the degree of directionality or control connoted by the therapist's response (control component).

All of the above are expressed through the verbal message of the therapist and vary in both language form and content. Particularly, the emotionality and control components are expressed through the word content. The space - time component is most readily indicated by language form variations. The experiential and relationship components are reflected in both form and content.

Certainly both the language form and content of the verbal messages from the therapist to the client can be expected to be potentially strong cues for a rater whose only cues are presented verbally. Guirora (1967) recognized this and attempted to explore the question of empathy in operational terms related to language behavior.

> "It was felt that contrary to previous work in the area, the operationalized behavior had to be outside the psychotherapeutic realm. The hypothesis generated in the clinical setting had to be 'lifted out' and transposed to a behavioral realm where most rigorous, reproducible, reliable and valid experimentation was feasible. The behavioral realm chosen by us was that of language behavior. Language is the most expressive and most highly developed communication modality and the most essential instrument in the clinical realm. Furthermore, language behavior provides us with a behavioral realm that lends itself to reproducible experimentation." (p. 380)

Mark (1971) also argued that "analysis of interaction data should be concerned with the structure of the content or, in other words, the 'how' of the communicated verbal message. This is the position taken in this study for investigation. It is proposed that behaviors which raters use to distinguish effective from ineffective counselors and therapists include differential use of language form and content and that these behaviors constitute skills in verbal communication. If these "skills" can be isolated by a deliberate investigation into the verbal communication behaviors used by high and low functioning therapists, then we will have specifically defined skills to teach to counselors in training and practice. To isolate these behaviors we must use a behavioral measure which in fact measures defined observable events and relies much less on rater inference, in its application, than the Truax and Carkhuff scales for measuring the "core conditions" appear to do.

## F. A Proposed Behavioral Measure: Immediacy

Working independently in the area of language and verbal communication, Wiener and Mehrabian (1968) and Kuiken (1973a, 1973b) have explored the measurement of a concept which they have labelled as Immediacy. These researchers were concerned about the use of the form and structure of a speaker's communication as a possible communication channel for expression of the speaker's affective state. They suggested that the language form and structure indicated, indirectly, something about the speaker's willingness to both disclose and own his immediate experience. They were particularly interested in the ways in which the form and structure of a verbal communication provided cues about the speaker's relationship to his own immediate experience, to the person spoken to, and/or the focal subject of his communication. Wiener and Mehrabian (1968) argue that "...certain kinds of words or referent variations in the verbal content portion of communication can be used to infer something of the psychological relationship between the speaker and the object of his communication, his communication, or his addressee." (p. 3). They assume that the speaker is aware of a variety of possible linguistic forms and that he is free to use any of these forms in the situation. The speaker then chooses the form he does according to his immediate psychological state and relationship to his immediate experience, the person spoken to, and/or the act of communicating.

They also argue that the person listening to the communication perceives the form and reacts to it as an indicator of the communicator's psychological relationship to himself as the addressee. "The bases for making these kinds of inferences are not usually explicit, although members of a communication group appear to respond regularly to these subtle variations in word usage." (Wiener and Mehrabian, 1968, p. 1). The shifts in the language form and structure serve as a special communication channel related to the communicator's immediate experience. This channel is employed subtly by the communicator and recognized indirectly by the addressee of the communication.

*The Meaning of Immediacy*

Immediacy is a general concept which actually derives its meaning from four different components. These components, as suggested by the theoretical work of Rogers (1951, 1961), Perls (1946, 1949), Wiener and Mehrabian (1968) and Kuiken (1973a, 1973b), are translated here as:

a, Experiential immediacy - representation of experience via the communicated response;

b, Space-time immediacy - indication of spatial and temporal presence via the communicated response;

c, Response-ability - indication of ownership of a given experience via the communicated response;

and d, Relationship immediacy - indication of affirmation and inclusion of the person or object spoken to in relationship with the self of the communicator via the communicated response.

Although generally referred to as a unitary concept, immediacy is multidimensional.

Theoretically derived, the construct of immediacy and the underlying rationale for immediacy stems from the conceptualization presented by clinical theorists such as Rogers (1951, 1961) and Perls (1946, 1969). Both of these authors have presented a description of healthy human functioning which includes an emphasis upon immediate concrete experiencing. Perls' (1946) concept of organismic functioning and Rogers' (1951) concept of organismic experiencing both stress a state of 'I am-ness' and an action orientation based upon emergent needs and experience. In addition, Perls (1946) stresses the importance of perceptual contact or relationship with an immediately significant aspect of the world (figure) as a major facet of immediate experience. At any given moment this figure might be the self, an attribute of self such as a thought or feeling, an external object, or another person. This figure is in the foreground of the perceptual field. Immediacy is associated with 'being-in-the-world' - the state of experiencing oneself in active relationship to oneself and one's world.

At the moment of communicating, however, the speaker has a variety of behavioral options available for the expression or representation of this immediate experience to others. He can choose to communicate in such a way that his verbal message is a clear and direct representation of his own immediate experience or he can choose to communicate in such a way that he masks or presents a very much diluted representation of his immediate experience. This can be illustrated by comparing two different verbal expressions both of which are related to the speaker's immediate experience. A speaker might state: "I feel embarrassed and hurt when you say that my writing style is juvenile." Such a statement could be considered to be a genuine description of immediate experience. Expressed directly, this description of internal process reflects an implicit acceptance of the immediate experience within the speaker. That is, by describing this experience, the speaker is implicitly saying "I feel accepting enough of my internal experience (embarrassment and hurt) to acknowledge and describe this experience to you." In Rogers' (1967) terminology, the speaker does not discriminate against any self-experience as being less worthy of positive regard than any other.

In contrast, the speaker may have made reference to this immediate experience by stating "People shouldn't be too quick to ridicule each other about personal qualities. It makes you kind of feel that you aren't worth very much." The speaker is referring to the same internal process but in a less immediate way. By using general category words ("people", "each other", and "if") the speaker creates distance between himself and the person spoken to. Using the word "you", instead of "me", may indicate the difficulty the speaker is having in acknowledging and accepting his own internal experience of feeling hurt, embarrassed and "not worth very much". Reference to what the other person "shouldn't" do, serves to confront the immediate experience of the other through efforts at control. Use of the words, "kind of", further indicates a possible denial or distortion of immediate experience. The phrase, "It makes you", indicates a disownership of self responsibility placing the speaker in the passive recipient role. By choosing a general verb tense and nonspecific reference to self and other, the speaker also distances himself from the here-and-now. These variations in both language form and content serve the basic purpose of separating the speaker from his own immediate experience. In the terminology of Perls (1969), the speaker communicates in such a way that he conveys a denial, distortion or disownership of his own immediate experience.

In addition, a speaker has various behavioral options available when communicating about or making reference to the immediate experience of the person spoken to. He can choose a verbal message which either acknowledges or denies, avows or disavows, supports or rejects, specifies or generalizes, recognizes or ignores the person spoken to and that person's immediate experience. These variations are accomplished via specifically observable verbal behavior.

*Immediacy vs Non-Immediacy*

In communicating verbally, the communicator is verbally immediate when the verbal message communicates his immediate experience and indicates directly, a relationship with the immediately relevant figure. Verbal immediacy requires that the communication demonstrate both the quality of 'I am-ness' and activity. That is, the communication must connect the experience with the communicator in such a way that the communicator is shown to be acting in his world (*e.g.* "I am struggling to find the right words."). If the communication intimates that the communicator is being acted upon, then the communication is less immediate (*e.g.* "The words just don't come to me."). A communicator is perceived as being more immediate in his communicated verbal message if he relates information about his current internal state of experience and accepts ownership of this experience as the person acting and creating this experience (*e.g.* "I am feeling tense as I criticize my own ideas."). As immediacy is also a function of the relationship of the communicator to the person (or object) spoken to, the communicator's message is immediate when the message is structured to avow or affirm that relationship (*e.g.* "I am thinking of you and your reaction.").

Non-immediacy is indicated when the speaker chooses a language form which demonstrates separateness from, non-identification with, or non-relationship to the immediate experience of self, and/or to the immediate experience of the person to whom he is communicating. "Any variations in word usage which indicate differences in the degree of separation or non-identity among the communicator, the addressee, the object of communication or the communication itself, are designated as non-immediacy variations." (Wiener and Mehrabian, 1968, p. 31). As the communication of the communicator moves from reference to self to reference to objects, persons, or events, other than those to which he is addressing his communication, the speaker becomes increasingly non-immediate (*e.g.* "They like the writing style."). In addition, as the communicator moves from a language form in which he is active and implicitly acknowledging ownership for his own experience to a language form in which he is passive and implicitly disowning his own choice and action orientation, he becomes increasingly non-immediate (*e.g.* "They made me change this."). The verbal channel of immediacy also requires that the references made by the communication are to be made to objects, events, or people, which are spatially present and are to be made in the present tense (Kuiken, 1973a).

The content of the communicator's message can also be an indicator of the communication of immediacy. This is a notion that is only indirectly recognized by Wiener and Mehrabian (1968) and Kuiken (1973a) with the dimensions of Disinterestedness and Imageability. Both Rogers (1951, 1961) and Perls (1946) perceive the most immediate experience of the organism to be the internal physiological sensations associated with emotionality and body sensation. The internal physiology is the most immediate center of experience and the communicator may or may not choose to relate to this experience when communicating to the person he is addressing himself to. If the content of a verbal message is a description of internal processes,then the message is immediate (*e.g.* "I am feeling anxious."). If the communicator chooses a content with a description of external objects and events, the message is less immediate (*e.g.* "I wrote this sentence."). If the content includes abstraction and reference to thoughts, ideation, opinion and inference, the message is less immediate (*e.g.* "I think this is acceptable."). As the content moves from the concrete to the abstract, the communication implicitly diminishes in immediacy. As the ideation expressed in the content of a given communication shifts from an implicit support for or avowal of some form of immediate experience toward an ideational content which expresses, implicitly or explicitly, contradiction, denial, disavowal or an attack on some form of immediate experience, the communication becomes clearly non-immediate. A message with a content which contradicts, denies or invokes change in immediate experience is non-immediate by its very nature (*e.g.* "I shouldn't write in this style.").

As can be seen, the verbal communication of the speaker is immediate when the language form and content present a clear, direct representation of the immediate experience of either the speaker, the person spoken to, or both. This requires a personalized reference to self or other (I and you as opposed to him, her, everybody, etc.); an active verb in the present tense; and a description of concrete experience such as emotional experience, body sense or overt behavior. Such a message indicates recognition of and here-and-now acceptance of one's immediate experience.

Summary Comparison between Immediacy and Non-Immediacy
in Verbally Communicated Messages

| IMMEDIACY | NON-IMMEDIACY |
|---|---|
| 1. Reference to immediately experienced internal process. | Reference to abstract ideas and/or a reference which contradicts immediate experience. |
| 2. Active ownership of immediately experienced internal processes. | Passive reference or disownership of immediate experience, choice, and action. |
| 3. Recognition of response-ability* for immediate experience. | Non-recognition or denial of response-ability for immediate experience. |
| 4. Acknowledgement and acceptance of immediate experience. | Denial, contradiction, disavowal, ignoring or invoking change of immediate experience. |
| 5. Reference to here-and-now. | Reference to there-and-then. |
| 6. Recognition of and support for relationship with the focal figure. | Non-recognition and/or negation of the relationship with the focal figure. |
| 7. Reference by personalized form. | Reference by depersonalized form. |

*Perls (1969).

## G. Relationship of Immediacy to the "Core Conditions"

Immediacy is a behavioral concept. By definition, it includes several components. These components can be seen to parallel directly the discriminating cues identified by Carkhuff (1969) in his factor analysis of differences in responses from high and low level functioning counselors.

Comparison of Immediacy Components and Carkhuff's Factors

| IMMEDIACY COMPONENTS | CARKHUFF FACTORS |
|---|---|
| a, Experiential<br>- reference to immediately experienced internal process<br>- reference to concrete events | a, Reference to Affect<br>- reference to immediate experience |

| | |
|---|---|
| b, Space-time<br>- reference to here-and-now *vs.* there-and-then | b, Here-and-now orientation |
| c, Response-ability<br>- active ownership of immediately experienced internal process<br>- recognition of response-ability* for immediate experience<br>- acknowledgement and acceptance of immediate experience as o.k.<br>- reference by personalized form | c, Degree of directionality and control connoted by the therapist's response |
| d, Relationship<br>- recognition of and support for relationship with the focal figure<br>- reference by personalized form | d, Reference to the interaction between the client and therapist |

*Perls (1969).

Genuineness, by definition, involves the honest, non-phony representation of the self of the therapist or counselor. According to a phenomenological definition of the therapist, the self (in the therapeutic encounter between client and therapist) is all of the internal processes immediately experienced by the therapist. A clear, non-phony, and direct representation of this self through verbal communication effectively takes place when the therapist expresses his verbal message through the channel of immediacy. Similarly, empathy requires a direct reference by the therapist to the immediate experience of the client. A response, to be rated as high on empathy, must refer to the client's full range of feelings or experience (Truax, 1967; Carkhuff, 1969b). Positive regard, warmth or respect is communicated verbally to the client when the therapist acknowledges the immediate experience of the client with a verbal content of acceptance and support. Minimally, positive regard, warmth or respect is communicated to the client when the therapist avows and supports the response-ability

(Perls, 1969) of the client and when the therapist refers to the immediate experience of the client without content messages of punishment, ridicule, threat, minimization or general control. In other words, such content does not tell the client that his immediate experience should not be what it is.

Thus, in order to achieve the "core conditions", it would appear that the counselor or therapist will need to use verbal communication which is "immediate". Some recognition of this comes from Blakeman and Emener (1971) although their concept of immediacy does not include all of the components considered here:

> "Although one may envision a hierarchy of necessary conditions within the helping process suggesting a hierarchy of empathy, respect, ...and genuineness..., immediacy dimensions would supersede the order of presentation of the core dimensions... - the here-and-now being obviously more important to the helper." (p. 37).

Blakeman and Emener (1971) appear to have perceived the use of immediacy in verbal communication as a variable of primary influence. Language form and content variations are the vehicles of verbal communication within which immediacy is reflected. It may be that all of the core conditions are realized only to the extent to which the counselor is able to communicate via the channel of immediacy. The effective counselor may be the person who verbally represents his own and the client's immediate experience in clear, direct, specific, personalized and accepting language forms and content.

## H. Research Evidence on the Variable of Immediacy

### 1. *Summary of conclusions derived from research*

The body of research on the variable of immediacy is still quite limited. Research has been carried out by a variety of researchers with divergent foci of attention. Some researchers approached immediacy with an explicit interest in language behavior. Others have approached immediacy based on their interest in the counseling process and their curiosity about counselor verbal behavior. As well, researchers have defined and assessed immediacy (or conversely, non-immediacy) in very different ways. Weiner and Mehrabian (1968) developed a list of non-immediacy categories and indicators. Kuiken (1973) developed a multi-dimensional scoring process based on language form and non-immediacy indicators. Carkhuff (1969a) developed a five point rating system assessing the amount of reference made by a communicator to the immediate relationship he shares with his addressee. This development of differing definitions and measurement instruments has led to some difficulty in interpretation and generalization from results. This study further compounds this problem by adding another measuring system to the immediacy literature. However, some general conclusions have been drawn.

a, *non-immediacy is related to the degree of negative affect experienced by the communicator:* Kaplan (1953), in a study of the relationship of formal aspects of speech behavior to role-taking activity, found that subjects who were instructed to make positive or favorable comments about something, which was, in fact, not preferred by them, demonstrated a tendency toward more non-immediate communication. Studies by Isaac (1963) and Kempler and Wiener (1964) further suggested a tendency to use the communication channel of non-immediacy when the speaker is referring to a negatively evaluated experience. Wiener and Mehrabian (1966) conducted a study in which they found that the non-immediacy of failure associated statements was significantly greater than the non-immediacy of success associated statements. Gottlieb *et al* (1967) similarly found that a preceding failure experience led to significantly more non-immediacy than a preceding success experience. Wiener and Mehrabian (1966), in another study, found that the non-immediacy of statements written about disliked people was greater than the non-immediacy of statements written about liked people. These studies led them to conclude that they had

> "...support for the hypothesis that in communications about affectively experienced events made within a given, fixed set of conditions of communication, non-immediacy categories discriminate between communications about affective-negative experiences as against communications about affective-positive experiences, both long standing and experimentally induced." (p. 115)

They were convinced that they had demonstrated that a verbal communication provides two channels through which the affective experience of events is communicated. The obvious channel is that of the explicit verbal content. The second channel is that of immediacy/non-immediacy.

b, *non-immediacy generalizations apply to both written and spoken verbal communications:* Mehrabian (1966a) obtained results which indicated that the non-immediacy hypothesis was supported for spoken communications as well, when he collected subject responses via a hidden tape recorder. He concluded that it should be possible to use non-immediacy scoring for the analysis of transcribed responses obtained in interview or diagnostic settings.

c, *non-immediacy is affected by the speaker's perceptions of the addressee:* Gottlieb *et al.* (1967) studied the written verbal communications addressed to an authority person or addressed to a peer. Results indicated that the effects of negative/affective experience on non-immediacy are less pronounced when the subjects address an authority than when the subjects address a peer. Roth (1973) found a significant interaction effect between the speaker's perception of the addressee and the immediacy/ non-immediacy of the stimulus statements previously made by the addressee.

d, *non-immediacy is a significant discriminating channel of communication for untrained subjects:* Mehrabian (1966b, 1967a) investigated the decoding of non-immediacy variations by untrained observers who were not familiar with the non-immediacy scoring system and its interpretations. The untrained subjects interpreted non-immediate statements as reflecting less positive or more negative affective states in the communicator. This was interpreted by Mehrabian as lending significant support to the hypothesis that immediacy/non-immediacy is a subtle channel of verbal communication to which recipients of the verbal message react.

e, *modeling or reciprocity effects influence immediacy of responses to stimulus situations:* Dublin (1970), Hamill (1975) and Kuiken (1977) found some suggestive support for the hypothesis that immediacy of a stimulus begets immediate responses. Roth (1973) and Kuiken and Roth (1975) have reported that reciprocity of immediacy depends upon whether the addressee is perceived as tolerant and accepting. Direct and explicit (immediate) indications of tolerance and acceptance appear to lead to reciprocity of immediacy whereas direct and explicit intolerance and conditional acceptance lead to increased non-immediacy. Roth interpreted this as failure to support the reciprocity hypothesis. This, however, may be an incomplete test of the reciprocity effect. Expressions of direct and explicit intolerance and conditional acceptance of the subjects (and/or their immediate experience) by the definition employed in this study,are not immediacy. If the content of a communicator's message indicates contradiction, control, disavowal or negative evaluation of experience, then it is considered to be non-immediate. It is quite possible then that Roth's study (1973) does, in fact, directly support the reciprocity hypothesis. More evidence is needed to test the tenability of this prediction that stimulus verbal communications characterized by immediacy would encourage more immediate verbal responses.

Several researchers have observed a similar phenomenon in looking at the counseling situation and counselor functioning on the core conditions of empathy, warmth and genuineness. Heller *et al.* (1963) used actors to simulate clients for unsuspecting real therapists. They were interested in the effect upon the therapists of 'clients' who were essentially hostile. They observed that the therapists responded in a more 'friendly' fashion to 'friendly clients', and in a more 'hostile' fashion to 'hostile clients'. This suggested a reciprocal effect between the negative affect of the stimulus situation and the response of the therapist respondents. Carkhuff and Alexik (1967) conducted studies in which confederate 'clients' were instructed to systematically manipulate the levels of their self exploration in sessions with real therapists. Interestingly, it was found that the levels of the core conditions offered by the high functioning therapists were not significantly altered during the course of the client changes in self exploration. Any changes usually indicated an increase in the level of the core conditions offered when 'clients' decreased their self explorations. However, with low functioning therapists, any decline in 'client' self exploration was accompanied by a decline in therapist levels of functioning. Low functioning therapists were also not able to reestablish previously high levels of functioning (Alexik and Carkhuff, 1967; Carkhuff and Alexik, 1967). This research demonstrates that clients can have such an effect upon therapists that the level of therapist functioning is reduced in response to client negativity and non-immediacy. It also suggests that the reciprocity hypothesis may only hold for low functioning respondents.

Looking more specifically at immediacy, Berenson and Mitchell (1969), Bierman (1968), and Cannon and Carkhuff (1968) have provided research support for Carkhuff's (1969a) statement that "...the degree to which the helper both acts and directs the actions of the helpee immediately in the present to the relationship between helper and helpee is related to the helpee's ability to act with immediacy..." (p. 38). However, this premise requires further testing with better measures of immediacy.

f, *non-immediacy may be one specific meta communicative consequence of double bind situations:* Roth (1973) and Roth and Kuiken (1975) first presented results which suggested that increases in non-immediacy may be the consequence of binding stimulus presentations. Faced with inconsistencies between content presentations and meta communications via the immediacy channel, subjects responded with less immediacy. Kuiken and Hill (1977) investigated this question further and found consistent evidence demonstrating that double bind stimulus conditions precipitated more non-immediacy than stimulus conditions with two explicit contradictions. They concluded that the respondent must perceive an incongruity between two messages - one explicit, the other implicit - in order for the double bind effect to be experienced.

g, *non-immediacy increases in situations involving inconsistent self presentations:* Kuiken and Collier (1977) reported three studies of the effects of inconsistent self presentations on immediacy. In all studies greater non-immediacy was found in written self disclosures which were evaluatively incongruent with previously admitted self presentations when compared with self disclosures which were congruent with these self presentations. In an interesting study reported by Kuiken (1977) in which subjects were exposed to self regard manipulations, the results were generally consistent with the studies reported by Kuiken and Collier (1977). As predicted, subjects with experimentally induced low self regard were consistently motivated to subtly disavow conforming self presentations that were incongruent with their private self perceptions via non-immediacy. The results generally indicated that perception-discrepant self disclosures produced non-immediacy increases.

## 2. *Gaps in the body of research on immediacy*

The above findings suggest that immediacy/non-immediacy is a complex function of many variations in stimulus situations (the addressee, the affective experience of the communicator, the interactions within the relationship between the addressee, the underlying immediate experience, and the communicator). However, research on the variable of immediacy is quite limited. The body of knowledge about immediacy as a variation in verbal communication is still in infancy. The literature has primarily focussed on stimulus effects upon immediacy of response. Briefly, variations in stimuli that have been explored include:

a, effects of negative *versus* positive objects of communication,

b, effects of success *versus* failure experience,

c, effects of addressee compatibility,

d, effects of double bind variations,

e, effects of immediacy/non-immediacy variations,

and f, effects of inconsistent self presentations.

Further research into stimulus effects is warranted to expand understanding of the immediacy channel of communication.

Most of the previously mentioned research specifically addressed to immediacy was conducted without effort to simulate conversational interaction or helping relationships. This makes it difficult to generalize their results to counseling theory. It remains to be demonstrated if any of the findings identified above would hold in simulations of a verbal interaction characteristic of helping relationships.

As well, this previous research has raised additional questions. The literature suggests both that negative affect elicits more non-immediacy than does positive affect, and that, by the reciprocity effect, an immediate stimulus begets more immediacy than does a non-immediate stimulus. It is not clearly stated what the interaction effects are between affect and immediacy of stimulus items in terms of influence on the immediacy of response. For example, does an immediate stimulus expressing negative affect elicit a more immediate response than a non-immediate stimulus expressing positive affect?

The study by Roth and Kuiken (1973) touched on this issue indirectly when they found an interaction effect between the immediacy of a stimulus and the perceived closedness or inflexibility of the communicator in the stimulus situation. They concluded that their results implied that, if a counselor was feeling judgmental and inflexible toward a client and wanted to facilitate client immediacy, then the counselor should communicate via non-immediacy. This seems to imply that, in some negative affect situations, non-immediacy would elicit a more immediate response. The fact that the study did not clearly involve a test of the interaction between affect and immediacy limits the interpretation of the study results. Because of the apparent inconsistency with previous research, this warrants further exploration.

In addition, the studies by Roth (1973), Roth and Kuiken (1975) and Kuiken and Hill (1977) invite further inquiry into the binding effects of stimulus items on immediacy. Roth (1973) demonstrated that a stimulus presenting an attitude of closedness, intolerance, nonflexibility,and unfriendliness, effected immediacy of responses. The results of the study reported by Kuiken and Hill (1977) suggest further that responses to a double bind stimulus are less immediate than responses to two explicit contradictory messages. The specific stimulus behaviors employed in these studies correspond to definitions of binding phenomena (Watzalawick *et al.*, 1967; Richards, 196 ). It is not clear from these studies to what extent the degree of non-immediacy of a response varies with the degree of binding imposed on the respondent by a stimulus. That is, would a classic double bind stimulus (Watzalawick *et al.*, 1967) elicit a more non-immediate response than either a single bind stimulus or a stimulus in which two contradictory messages of expectation are expressed explicitly? A single bind stimulus is defined as a stimulus message with only one injunction directed at the listener.

The studies also raise questions regarding the impact of ambiguity on the immediacy of response. This has not been investigated directly but evidence collected by Weiner and Mehrabian (1966) concerning the influence of negative affect on immediacy points in this direction. Frequently, the therapist is challenged by the ambiguity with which the client presents information about his or her own immediate experience. It is of importance that the therapist be able to effectively respond to this ambiguity with immediacy and high functioning on the core conditions. The question remains as to whether or not immediacy of response decreases with increasing ambiguity and the concommitant stress involved.

Another notable gap in the body of knowledge about immediacy is related to the absence of any research into the effects of training. Despite the emphasis placed on both immediacy and training by Carkhuff supporters and investigators, very little has been done to specifically assess relationships between training and variations in verbal behavior in terms of immediacy. A review of the literature failed to identify any studies which tested for any training effects on immediacy or for any interaction between training effects and stimulus effects on immediacy. The question remains unanswered as to whether or not communicators can be trained toward greater levels of immediacy; and, whether or not training produces this effect when stimulus conditions are such that non-immediate response is typical when no training has been taken.

### 3. *The focus in this study of immediacy*

This study, in part, was aimed at obtaining new information about immediacy behavior and stimulus effects. A counseling analogue was used to allow generalization of results to counseling theory. The study of stimulus effects was directed specifically at the following:

a, the effects of negative *versus* positive affect,

b, the interaction effects of affect and immediacy

- positive affect expressed via immediacy
- negative affect expressed via immediacy
- positive affect expressed via non-immediacy
- negative affect expressed via non-immediacy,

c, the effects of binding stimulus conditions

- non binding (no injunctions)
- single bind (one explicit injunction)
- explicit contradiction (two explicit and contradictory injunctions)
- double bind ( one explicit injunction and one implicit injunction)

and d, the effects of stimulus ambiguity.

Secondly, this study was directed at obtaining new information about training effects on immediacy behavior. This investigation was directed specifically at the following:

a, the effects of training on immediacy,

and b, the interaction effects of training and stimulus conditions on immediacy.

In combining this with the check for relationships between immediacy and the core conditions, it was the researcher's hope that he would obtain a broad spectrum understanding of the variable of immediacy.

## I. Communications Training: A review of the Literature

An active search through a wide variety of journals, published during the last ten years, reveals that there is a paucity of research literature exploring the efficacy of training programs designed to train participants in the use of skills for improving face-to-face communications in interpersonal situations. The research exploring the training of counselors to communicate greater empathy, genuineness, and warmth dominates the limited body of literature regarding the effectiveness of interpersonal communication skills training programs. Although there has been a large number of studies investigating the training of a wide variety of subject types in the use of skills related to the core conditions, this research must be held suspect given the weakness inherent in the instrumentation used and the possibility that these programs actually trained participants via sensitization to the scoring systems being used to measure performance.

### 1. *Training outcome*

A wide variety of subject types including graduate students in counseling, undergraduate students, active social service workers, professional counselors and therapists, lay counselors, teachers, nurses, parents, high school students, and hospitalized psychiatric patients have been shown to demonstrate change in the direction of more skillful interpersonal functioning as a result of training programs ranging in duration from 15 hours to one year (Berenson *et al.*, 1966;

Bierman *et al.*, 1972; Carkhuff and Truax, 1965b; Collingwood, 1970; Demos, 1964; Demos and Zuwaylif, 1963; Gokiert, 1973; Gunning *et al.*, 1965; Hansen and Barker, 1964; Hundleby, 1973; Jones, 1963; Kratochvil, 1969; Martin and Carkhuff, 1968; Munger and Johnson, 1960; Parker, 1970; Pierce *et al.*, 1967; Webb and Harris, 1963; Wrightsman *et al.*, 1966). Generally, these studies have involved training the subjects to function more effectively on the core conditions.

### 2. *Training methodologies*

Such training programs generally follow the training design suggestions provided by Carkhuff (1969a), Gokiert (1973), Hundleby (1973) and Blakeman and Emener (1971). The emphasis in these programs is on both didactic presentation of cognitive materials and experiential activity allowing practice of the related skills. The didactic inputs are designed to orient subjects to the theory, rationale and construction of the core condition concepts and related scoring systems. The subjects are initially taught discrimination of different levels of functioning on the core conditions. This is accomplished by explaining the scoring systems and having subjects score responses presented on tape.

When the subjects have mastered use of the scoring systems in scoring tapes, they then move into a phase in which they make and score their own responses. This scoring serves to give the subjects feedback on their own level of functioning. They continue to practice making their own responses, initially to tapes, then to short simulated interviews and ultimately to live action interview situations of approximately 15 minutes duration. All of these responses are scored by subject participants and the trainer to give accurate feedback to the subject. The trainer's function includes provision of cognitive instruction, structuring of activities, feedback, and a model of effective interpersonal functioning (Blakeman and Emener, 1971; Bierman *et al.*, 1972; Carkhuff, 1969a; Gokiert, 1973; Hundleby, 1973). The core teaching ingredients include didactic inputs, modeling, and experiential involvement.

### 3. *Critique*

It can be seen from the above that a significant element of the training involved teaching the use of the scoring systems and giving the subjects the specific set to attempt to respond at higher levels of functioning when responding to a person designated as a helpee or person in need of help. Often the assessment of performance at the end of training was then made by asking respondents to respond to taped helpee stimulus situations. This assessment activity then looked very much like the activities of the training itself. It seems highly likely that subjects were sensitized to the measurement procedure and were attempting to respond to the stimulus situation with the type of responses they had been told would score high on the scoring systems. The researchers have concluded from this that, before training, subjects were not able to respond at higher levels and after training were able to do so. They have presumed that subjects have learned new skills associated with interpersonal functioning as a result of the training. This conclusion seems premature although the researchers did observe changes in behavior. These behavioral changes may have been the function of sensitization to the experimental procedures and scoring systems.

4. *Live interview performance as a post-training performance criterion*

Experimental studies in which the assessment of post-training performance is based upon actual interview performance with live clients present more indication of actual performance gain. Hundleby (1973) assessed the difference in interview performance between trained and untrained high school students by obtaining client and expert judge ratings of the behavior of the students in short interview situations. Trained students were more highly rated than untrained students. Carkhuff and Truax (1965) rated performance of lay trainees in live interviews with hospitalized patients but unfortunately did not include an untrained control group of lay workers in their study. Martin and Carkhuff (1967) assessed performance by tape ratings of real interview segments, interviewee ratings, and ratings of significant others on interpersonal functioning. They found significant differences between the control and trained groups on all of these indices. Berenson *et al.* (1966) employed similar indices and compared three groups:

a, a treatment group undergoing training using the scoring systems and supplemental training via a group therapeutic experience,

b, a treatment group which did everything which the first treatment group did with the exception of the use of the scoring systems and the supplemental group therapy experience, and c, a control group which received no training experience. The performance results using live interview tape segments, interviewee ratings, and ratings on interpersonal functioning by significant others demonstrated a consistent rank ordering between groups. The treatment group, which was exposed to the scoring systems and the group therapy experience, did better than the other two groups on all indices. On the objective ratings and interviewee ratings, the treatment group, which was not exposed to either the scoring systems or the group therapy experience, did better than the control group. This suggests that the differences between the two treatment groups may be a function of the sensitization of the one group to the scoring instruments. This may not be a dysfunctional dynamic from the point of view of subject learning if the instruments help the subject to learn to be more effective in actual events. This is, however, an unfortunate dynamic from the point of view of experimental rigor in attempts to gauge training effectiveness.

### 5. *Experiential vs didactic training procedures*

Several studies investigated the differential impact of didactic and experiential training procedures. Carkhuff *et al.* (1969) looked at the degree of learning achieved through a training procedure which was exclusively didactic. Trainees listened to and rated tapes using the Carkhuff (1969b) scoring systems. They had no overt opportunity to formulate and make their own responses to taped stimulus situations. Performance criteria included performance on the Carkhuff Discrimination Index (1969a) and responses to 16 helpee stimulus situations. The results indicated that the exclusively didactic training experience led to significant improvement in discrimination but to very little or no changes in communication abilities.

Jordan (1968) attempted to compare the effects of a didactic training experience with the effects of an experiential training program. The experiential treatment group underwent a group therapy experience with a highly facilitative therapist. The "didactic" treatment group was exposed to role playing, teaching by precept, and teacher responses intended to shape behavior. This "didactic" treatment can actually be seen to be an integrated experiential/didactic approach akin to the approach advocated by Carkhuff (1969a). Jordan also incorporated an untreated control group within the study for comparison purposes. There were no significant differences revealed between the two treatment groups; however, when considered separately only the "didactic" training group was significantly different from the control group in terms of performance in live interviews after training. The didactic training group demonstrated significantly higher levels of functioning on the three conditions than the control group. This hints at the need to employ an integrated didactic/experiential approach to training in skills for interpersonal communication and functioning.

### 6. *Independent studies of communication skills training effectiveness*

There have been a few studies conducted which are not directly related to the school of research focussing on the "core conditions". Pyke and Neely (1970) compared a skills training approach to a sensitivity approach to training in interpersonal skills. The skills training approach involved subjects speaking for three minutes on a given topic, then reviewing their behavior by watching themselves on video tape, followed by anonymous feedback from other trainees on the following criteria - easily heard, eye contact, clear meaning, stays on topic, thought involved, enjoys the experience. The sensitivity approach was to have been an unstructured T-group experience but was aborted early by the training staff in favor of use of video tape to record impromptu speeches followed by review and discussion of the video tape. Performance criteria included supervisory ratings of performance of students in seminar groups. The researchers found no difference between treatment groups but did find the two groups to be different from an untrained control group in level of performance. They concluded that the failure to find differences may be the result of the failure to provide different treatments. Essentially this study contributes very little to our understanding of the efficiency of training.

Ivey *et al.* (1968) reported three studies in which they assessed the effectiveness of training programs for the training of attending behavior, reflection of feelings, and accurate summarization of feelings. They employed direct video tape feedback of subjects interviewing peers for 5 minutes. Subsequent to the interview, the subject would spend an hour with a training supervisor viewing effective and ineffective counselors on video tape, reading handout material on the skill being taught, discussing the ideas in the handout materials, viewing his own video tape, identifying his own effective and ineffective behaviors, and planning increased use of the skill being presented.

After training, the subject returned to the original interview situation to conduct another 5 minute interview. The video tape of this second interview was then scored for frequency of use of the skill. According to the authors, the basic learning ingredients included "... cue discrimination in the form of video models, written materials, supervisor's comments and operant techniques whereby appropriate counselor behavior was rewarded by the supervisor." (p. 3). The trained groups were compared with untrained control groups and significant differences ($p<.001$) in performance, using use of skills as the criterion measure, were found. Trained subjects performed better than untrained subjects.

### 7. *Summary*

In summary, there is some evidence to suggest that training programs which rely on cognitive instruction, experiential activity, behavioral feedback, and modeling of effective behaviors have some effectiveness in helping participants achieve greater interpersonal effectiveness. However, the evidence is limited and is not without question and suspicion. The bulk of this evidence is attenuated by the possibility that outcome is more a function of sensitization to experimental procedures than learning on the part of the subjects. Further research appears necessary. Any research must be designed to protect against any sensitization to the experimental procedures and any possible interaction effect between pre-treatment assessments of performance and the treatment itself. As well, such research must be more explicit about the behavior to be measured to demonstrate training effects.

## III. EXPERIMENTAL DESIGN

### Design Summary

The study focussed on six dependent variables including three dimensions of immediacy (Referent, Content and Locus), empathy, genuineness, and cognitive understanding of communication skills. Subjects were assigned to experimental conditions via a process approximating randomization. One treatment and one control condition were used to test for training effects, stimulus effects, interaction effects and correlations between dependent variables under the trained and control conditions. Controls were included to test for order effects produced by order of presentation of stimulus conditions. A quasi-experimental separate sample pre-test/post-test control group design with random assignment to observation periods was used. This produced a series of 2 x 2 x 2 factorial tests with 2 levels of treatment/control conditions, 2 levels of pre/post observation periods, and 2 levels of stimulus conditions. Two supplementary tests were conducted involving 2 x 2 x 4 factorial tests with 4 levels of stimulus conditions.

## A. Definitions

### 1. *Independent variables*

For this study, the following operational definitions were acopted for the independent variables:

a, subject communicators - the subjects in this experiment who were presented with tape recorded stimulus messages in a language laboratory and who provided a verbally communicated response into a tape recording device.

b, addressee - the person in the stimulus tape recording verbally presenting stimulus messages. Subject communicators were asked to imagine that this person was a friend speaking face-to-face with them.

c, stimulus messages - tape recorded verbal messages presented by a female person speaking to the subject communicator as a friend seeking help with a personal problem.

d, negative affect - a stimulus situation involving an expression of any affective experience typified by anger, anxiety, depression, sadness, fear, hate, rage, or negative evaluation.

e, positive affect - a stimulus situation involving an expression of any affective experience typified by happiness, joy, pleasure, excitement, enjoyment or positive evaluation.

f, single bind - a stimulus situation which presents a single message either explicitly or implicity that a given immediate experience should not be what it is. Examples would include threat, punishment, ridicule, belittling, contradicting, denying, or minimizing statements directed at the respondents immediate experience (Richards, 1970).

g, double bind - a stimulus situation in which "... a message is given which is so structured that (a) it asserts something; (b) it asserts something about its own assertion, and (c) these two assertions are mutually exclusive. Thus if the message is an injunction, it must be disobeyed to be obeyed; if it is a definition of self or the other, the person thereby defined is this kind of person only if he is not, and is not if he is." (Watzlawick *et al.*, 1967, p. 212). One assertion is stated explicitly and the second is implicit.

h, explicit contradition - a stimulus situation in which a message is given which contains two explicitly stated contradictory statements of expectation.

i, unexplicated - a stimulus situation which is highly ambiguous with no verbal explanation of the meaning of a given behavior. For example, sounds of crying would comprise an unexplicated stimulus if no reasons for the behavior are presented verbally.

j, explicated - a stimulus situation in which a given behavior is explained verbally.

k, non-binding - a stimulus situation which has the effect of increasing the addressee's sense of autonomy as a person and sense of equality with the sepaker by implying that the addressee's immediate experience is accepted for which it is (Wallen, 1966). The communication is free of any implications that the addressee must change his immediate experience.

l, communications training - a planned program of instruction involving didactic input and experiential activity focussed on the learning of specific skills for improving verbal, face-to-face, one-to-one communication.

2. *Dependent variables*

For this study, the following definitions were adopted for the dependent variables:

a, empathy - the accurate communication of understanding and sensitivity to both the feelings and experiences of another person, and their meaning and significance (Truax and Mitchell, 1971).

b, genuineness - is the state of non-phoniness or non-defensiveness such that the communicator is "... a real person in an encounter presenting himself without defensive phoniness, without hiding behind a professional facade, or other role." (Truax and Mitchell, 1971, p. 315)

c, immediacy - is the expression of a message in such a way that the subject communicator indicates (a) ownership of his own immediate experience; (b) relationship to either his own immediate experience, the person spoken to, or both; and (c) involvement in the here-and-now of his immediate experience.

d, non-immediacy - is any indication of separateness from, non-identification with or disownership of the subject communicator's own immediate experience or the immediate experience of the person spoken to via the language form and content of the communicated message.

e, referent - the extent to which the subject's communication refers directly and explicitly to himself and/or his own experience in an active voice.

f, locus - the extent to which the time/space quality of a communication is here-and-now as opposed to there-and-then.

g, content - the extent to which the content of a verbal communication represents (explicitly, concretely, and descriptively) immediate experience. Immediate experience includes all of the privately experienced internal processes associated with sensory experiencing.

h, cognitive understanding - the ability to recognize and discriminate between basic communication skills and behaviors which reduce the effectiveness of interpersonal face-to-face communication.

## B. Research Focus

This study was directed at the following issues:

1. the investigation of relationships between "core conditions" and immediacy ratings of verbal responses made by subjects in a helping role;
2. the investigation of the effects of an integrated experiential/didactic training program on the level of immediacy of a verbal response made by subjects in a helping role;
3. the investigation of training effects on the level of cognitive understanding of communication skills;
4. the investigation of stimulus effects on the level of immediacy of a verbal response made by subjects in a helping role (and,

secondarily, upon the core condition levels);

and 5, the investigation of the interaction effects between stimulus and training on the level of immediacy of a verbal response made by subjects in a helping role (and, secondarily, upon the core condition levels).

## C. Hypotheses

The study involved tests for four hypotheses and four secondary questions.

### 1. *Correlation*

$H_1$: The level of immediacy of a subject's communication in response to a helpee stimulus situation correlates significantly with the level of functioning in terms of the core condition levels of that communication.

*$H_1a$: ratings using the immediacy dimension for REFERENT correlate negatively (-) with ratings using the core condition of EMPATHY;*

*$H_1b$: ratings using the immediacy dimension for CONTENT correlate negatively (-) with ratings using the core condition of EMPATHY;*

*$H_1c$: ratings using the immediacy dimension for LOCUS correlate negatively (-) with ratings using the core conditions of EMPATHY;*

*$H_1d$: ratings using the immediacy dimension for REFERENT correlate negatively (-) with ratings using the core condition of GENUINENESS;*

*$H_1e$: ratings using the immediacy dimension for CONTENT correlate negatively (-) with ratings using the core condition of GENUINENESS;*

*$H_1f$: ratings using the immediacy dimension for LOCUS correlate negatively (-) with ratings using the core*

*condition of GENUINENESS.*

2. *Training effects on immediacy and the core conditions*

$H_2$: Subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with higher levels of immediacy, than untrained subjects.

*$H_2a$: subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with lower scores on the* Referent *dimension of immediacy (as measured by the Ford-Kuiken Immediacy Scoring System) than untrained subjects;*

*$H_2b$: subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with lower scores on the* Locus *dimension of immediacy (as measured by the Ford-Kuiken Immediacy Scoring System) than untrained subjects;*

*$H_2c$: subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with lower scores on the* Content *dimension of immediacy (as measured by the Ford-Kuiken Immediacy Scoring System) than untrained subjects.*

3. *Stimulus Effects*

$H_3$: Differences in stimulus situations presented to subject communicators in a helping role lead to differences in the level of immediacy of subject responses (as reflected in scores for the three immediacy dimensions: Referent, Content, and Locus) in predicted directions.

*$H_3a$: Subjects respond to NON-IMMEDIATE helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimensions) than they respond to IMMEDIATE helpee stimulus situations;*

*$H_3b$: subjects respond to NON-IMMEDIATE-NEGATIVE AFFECT helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimensions) than they respond to NON-IMMEDIATE-POSITIVE AFFECT helpee stimulus situations;*

*$H_3c$: subjects respond to IMMEDIATE-NEGATIVE AFFECT helpee stimulus situations with less immediacy (higher scores on the Referent, Content and Locus dimensions) than they respond to IMMEDIATE-POSITIVE AFFECT helpee stimulus situations;*

*$H_3d$: subjects respond to UNEXPLICATED helpee stimulus situations with less immediacy (higher scores on the Referent, Content and Locus dimensions) than they respond to EXPLICATED helpee stimulus situations;*

*$H_3e$: subjects respond to SINGLE BIND helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimensions) than they respond to NON-BINDING helpee stimulus situations;*

*$H_3f$: subjects respond to DOUBLE BIND helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimension) than they respond to EXPLICIT CONTRADICTION helpee stimulus situations.*

4. *Interaction between training and stimulus effects*

$H_4$: Comparison of responses to stimulus items made by subjects who have participated in an integrated experiential/didactic communication skills training program with the responses made by a control group of subjects, will demonstrate significant training by stimulus interaction effects for the three immediacy dimensions: Referent, Content and Locus.

*$H_4a$: There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) when responses to a NON-IMMEDIATE stimulus are compared to responses to an IMMEDIATE stimulus;*

*$H_4b$: There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) when responses to a*

*NON-IMMEDIATE-NEGATIVE AFFECT stimulus are compared to responses to a NON-IMMEDIATE-POSITIVE AFFECT stimulus;*

$H_4c$: *There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) when the responses to an IMMEDIATE-NEGATIVE AFFECT stimulus are compared to responses to an IMMEDIATE-POSITIVE AFFECT stimulus;*

$H_4d$: *There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) when responses to an UNEXPLICATED ambiguous stimulus are compared with responses to an EXPLICATED stimulus.*

$H_4e$: *There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content and Locus) when responses to a NON-BINDING stimulus are compared with responses to a SINGLE BIND stimulus.*

$H_4f$: *There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) when responses to an EXPLICIT CONTRADICTION stimulus are compared to responses to a DOUBLE BIND stimulus.*

As mentioned previously, there were several major limitations inherent in the experimental conditions in this study which necessitated the treating of several areas of investigation as secondary questions as opposed to hypotheses. These limitations included

- weaknesses in the core condition scoring systems
- insufficient evidence of reliability and validity for the Communication Skills Inventory

and - difficulty in assuring complete matching of all stimulus items varied according to affect and immediacy, and according to binding phenomena.

Gaps in the literature, however, prompted exploratory investigation of areas of inquiry:

a, training effects on levels of core condition functioning when there is adequate controls for subject sensitization to the scoring instruments.

b, training effects on cognitive understanding of basic communication skills.

c, stimulus effects on levels of the core conditions.

d, stimulus effects on immediacy and the core conditions due to variations in both affect and immediacy of stimulus conditions.

e, stimulus effects on immediacy due to variations in stimulus binding phenomena.

and f, interaction between training and stimulus effects on the core conditions.

1. *Training effects*

$SQ_1$: Subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with higher levels of functioning (higher scores on the Empathy and Genuineness conditions) than untrained subjects.

> *$SQ_1a$: Subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with higher levels of EMPATHY (as measured by Carkhuff's scale for Empathic Understanding in Interpersonal Processes) than untrained subjects;*
>
> *$SQ_1b$: subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with higher levels of GENUINENESS (as measured by Carkhuff's scale for Facilitative Genuineness in Interpersonal Processes) than untrained subjects.*

$SQ_2$: Subjects who have participated in an integrated experiential/didactic communication skills training program will demonstrate greater COGNITIVE UNDERSTANDING of the communication skills than untrained subjects.

2. *Stimulus effects*

$SQ_3$: Differences in stimulus situations presented to subject communicators in a helping role, lead to differences in predicted directions in terms of the level of functioning on the core conditions of Empathy and Genuineness reflected by subject responses to these stimulus situations; and comparison of stimulus items varied (a) according to immediacy and affect and (b) according to the degree of binding expectations will demonstrate differences in predicted directions for the three immediacy dimensions and the two core conditions.

*$SQ_3a$: Subjects respond to NON-IMMEDIATE helpee stimulus situations at lower levels on the core conditions (lower scores on Empathy and Genuineness) than they respond to IMMEDIATE helpee stimulus situations;*

*$SQ_3b$: Subjects respond to NON-IMMEDIATE-NEGATIVE AFFECT helpee stimulus situations at lower levels on the core conditions (lower scores on Empathy and Genuineness) than they respond to NON-IMMEDIATE-POSITIVE AFFECT helpee stimulus situations;*

*$SQ_3c$: Subjects respond to IMMEDIATE-NEGATIVE AFFECT helpee stimulus situations at lower levels on the core conditions (lower scores on Empathy and Genuineness) than they respond to IMMEDIATE-POSITIVE AFFECT helpee stimulus situations;*

$SQ_3d$ It is predicted that the following order of influence upon the immediacy of a response would be observed:

Immediate Positive affect;
Immediate Negative affect;
Non-immediate Positive affect;
Non-immediate Negative affect;

such that the most immediate response would be to the Immediate-Positive affect stimulus. The same order of influence is predicted for the core conditions such that the highest level of functioning would be in response to the Immediate-Positive affect stimulus;

$SQ_3e$: Subjects respond to UNEXPLICATED helpee stimulus situations at lower levels of functioning on the core conditions (lower scores in Empathy and Genuineness) than they respond to EXPLICATED stimulus situations;

$SQ_3f$: Subjects respond to SINGLE BIND helpee stimulus situations with lower levels of functioning on the core conditions (lower scores on the Empathy and Genuineness conditions) than they respond to NON-BINDING helpee stimulus situations;

$SQ_3g$: Subjects respond to DOUBLE BIND helpee stimulus situations at lower levels of functioning on the core conditions (lower scores on the Empathy and Genuineness conditions) than they respond to EXPLICIT CONTRADICTION helpee stimulus situations;

$SQ_3h$: It is predicted that, the degree to which a stimulus places the respondent in a bind, would influence the level of immediacy and level of functioning on the core conditions reflected in the respondent's reply to that stimulus. Specifically, it is predicted that the following order of influence will be observed:

Non-binding stimulus;
Single bind;
Explicit contradiction;
Double bind;

such that the non-binding stimulus would elicit greater immediacy (lower scores on the Referent, Content, and Locus dimensions) and higher levels of functioning on the core conditions (higher scores on the Empathy and Genuineness conditions).

3. *Interaction between training and stimulus effects*

$SQ_4$: Comparison of responses to stimulus items made by subjects who participated in an integrated experiential/didactic communication skills training program with the responses made by a control group of subjects will demonstrate significant training by stimulus interaction effects for the core conditions; and comparison of stimulus items varied (a) for immediacy and affect, and (b) for binding effects will demonstrate significant training by stimulus effects for the three immediacy dimensions and the two core conditions.

$SQ_4a$: *There will be significant interaction effects between training and stimulus on the two core conditions (Empathy and Genuineness) when responses to a NON-IMMEDIATE stimulus are compared to responses to an IMMEDIATE stimulus;*

$SQ_4b$: *There will be significant interaction effects between training and stimulus on the two core conditions (Empathy and Genuineness) when responses to a NON-IMMEDIATE-NEGATIVE AFFECT stimulus are compared to responses to a NON-IMMEDIATE-POSITIVE AFFECT stimulus;*

$SQ_4c$: *There will be significant interaction effects between training and stimulus on the two core conditions (Empathy and Genuineness) when responses to an IMMEDIATE-NEGATIVE AFFECT stimulus are compared to responses to an IMMEDIATE-POSITIVE AFFECT stimulus;*

$SQ_4d$: *There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) and the two core conditions (Empathy and Genuineness) when responses to stimulus items varied according to immediacy and affect are compared;*

$SQ_4e$: *There will be significant interaction effects between training and stimulus on the two core conditions (Empathy and Genuineness) when responses to an UNEXPLICATED ambiguous stimulus are compared with responses to an EXPLICATED stimulus;*

$SQ_4f$: *There will be significant interaction effects between* *training and stimulus on the two core conditions (Empathy and Genuineness) when responses to a NON-BINDING stimulus are compared with responses to a SINGLE BIND stimulus.*

*SQ$_4$g: There will be significant interaction effects between training and stimulus on the two core conditions (Empathy and Genuineness) when responses to an EXPLICIT CONTRADICTION stimulus are compared to a DOUBLE BIND stimulus.*

*SQ$_4$h: There will be significant interaction effects between training and stimulus on the three immediacy dimensions (Referent, Content, and Locus) and the two core conditions (Empathy and Genuineness) when response to stimulus items, varied according to the degree of binding expectations imposed on the respondent, are compared.*

## D. Procedures and Design

The experimental design that was used in this study was influenced both by specified study purposes and by pragmatics. First, in order to test the specified hypotheses, an experimental design which allowed for comparison of responses made by trained subjects with the responses of subjects who did not undergo specific communication skills training was necessary. Secondly, as the major weakness of the existing experimental literature on communication skills training has been a function of the failure to protect against subject sensitization to experimental procedures and the testing situations, a prime objective of the design of this study was to attempt to prevent interaction effects between testing procedures and the treatment. Thirdly, to test the effects of differing stimulus situations upon the immediacy of response, an experimental design which varied stimulus presentations was necessary. As a fourth consideration, an analogue of the counseling situation was employed in data collection to allow generalization of the findings in this study to counseling theory. Finally, in order to obtain a sample of significant size and to obtain access to a training program which would allow some experimental manipulation, subjects in the study were university students in training in a course focussed on developing greater interpersonal effectiveness. In this context, some experimental manipulation was possible but an ideal design was not feasible.

1. *Experimental design*

The design used in this study qualifies as the quasi-experimental design described by Campbell and Stanley (1970) as a "separate-sample-pretest-posttest control group design". This design is diagrammed below:

DIAGRAM EXPERIMENTAL DESIGN

| | | | | | | |
|---|---|---|---|---|---|---|
| $R^{\sim}$ | R | $O_1$ | $O_2$ | (X) | | $O_4$ |
| | R | $O_1$ | | (X) | $O_3$ | $O_4$ |

| | | | | | | |
|---|---|---|---|---|---|---|
| $R^{\sim}$ | R | $O_1$ | $O_2$ | | | $O_4$ |
| | R | $O_1$ | | | $O_3$ | $O_4$ |

$R^{\sim}$ = assignment to treatment/control conditions approximating random assignment

R = random assignment to observation groups

$O_1$ = observation using questionnaire to ascertain reasons for registration in each of the experimental groups

$O_2$, $O_3$ = observation in the language lab testing situation

$O_4$ = observation using questionnaire to ascertain subject evaluations of program and instructor in each of the experimental groups

X = communication skills training program

Campbell and Stanley (1970) argue that a "separate-sample-pretest-posttest control group" design successful controls for the following sources of invalidity.

Internal

History
Maturation
Testing
Instrumentation
Regression
Selection
Mortality

External

Interaction of testing
and treatment
Interaction of selection
and treatment
Reactive Arrangements

They argue that the weakness of this design lies in its failure to control for interaction effects of selection and maturation, etc. They suggest that this can be corrected by the random assignment to one or another experimental conditions. This was not possible in this study. However, the process of assignment to treatment and control conditions appears to have approximated a randomized assignment to the two experimental conditions. This somewhat reduces the "possibility of mistaking for an effect of treatment, a specific local trend in the experimental group which is, in fact, unrelated." (Campbell and Stanley, 1970, p. 55) If assignment to experimental conditions was truly randomized then this design would have the quality that Campbell and Stanley attributed to true experimental designs (Campbell and Stanley, 1970). Such a design controls for all sources of invalidity. However, the controls within the design employed in this study are not sufficient to remove all suspicion of study results related to possible interaction effects of selection and other possible sources of internal invalidity.

## 2. *Subjects*

The subjects that were available for this study were 125 undergraduate students registered in the course entitled Organization Theory 303 offered by the Faculty of Business Administration at the University of Alberta. This course was advertised in the Calendar of the University of Alberta as follows:

> "Behavior in Organizations(3 credits): Examines the sociological and psychological bases of individual behavior in organizations. Topics of individual psychology examined will include cognition, perception, attitude formation and change, personality structure and change, and motivation. The course will also investigate the behavior of individuals in groups and organizations. In this context, various aspects of group dynamics such as leadership, communication, interpersonal sensitivity, morale and satisfaction, and the formation and attainment of individual and group goals will be discussed."

The students were primarily second and third year students from the Faculty of Business Administration. However, approximately 10% of students from other faculties were included. The course was taught during the period January 3 to April 12, 1974. The course was officially intended to involve 4½ hours of class time per week for eleven weeks. The majority of the students were enrolled in other courses amounting to a minimum of 15 additional hours of class time.

## 3. *Sampling procedures*

Ideally, the experimental procedures would have included random assignment to the experimental conditions. This would have permitted the assumption that there were no pre-treatment differences between the groups assigned to the different experimental conditions. Given this assumption, there would be no need to conduct any pre-treatment tests of performance if a no treatment control group was used in the study. In addition, the ideal design would have included a large number of treatment and control groups each taught by a different instructor. Such a design would have allowed for a test for instructor-treatment interaction effects - an important consideration when the experimenter is interested in demonstrating the efficacy of a treatment procedure regardless of who is offering the treatment.

Unfortunately, this study was not able to incorporate these ideal procedures. The students were not randomly assigned to the experimental conditions by experimenter manipulation. The students self-selected the section of the course they were registered in. However, at the time of registration they did not know that they were participating in a research study comparing the outcome of the different sections. The subjects enrolled in one of two sections. Section one, taught by Dr. R. Rasmussen, was designated as the treatment group (T). The treatment group was comprised of 75 students. Section two, also taught by Dr. R. Rasmussen, was designated as the control group (U). The control group was comprised of 50 students.

Although the students self-selected the section of the course that they were enrolled in, it was hypothesized that the assignment of subjects to experimental conditions was, in fact, a randomized assignment. The two sections used in this study were scheduled one after the other. That is, section one was scheduled for MWF at 2:00 p.m. to 3:30 p.m. and section two was scheduled for MWF at 3:30 p.m. to 5:00 p.m.

In order to test the hypothesis that the students in the two sections did not differ in any significant way related to the experimental conditions, the students were asked to complete a questionnaire ostensibly to assess their expectations for the course (see Appendix A

p. A-1 ). The questionnaire was used as part of this experiment to identify motivational, attitudinal, expectational, and preferential differences between the students in the two different experimental conditions. The questionnaire was completed during the first class prior to any input by the instructor about the course.

Various questions on this questionnaire were used to check for indications that the subjects were from different general populations. Comparison of the following indicators did not show any significant differences between groups:

a, Distribution of students by faculties,
b, Reasons for enrolling in the course,
c, Previously obtained information about this course,
d, Expected additional out of class time work,
e, Reasons for enrolling in their given section,
and f, Expected usefulness of the course.

(See Appendix B, p. A-5, for a summary of the questionnaire results.) In addition, there was no prior knowledge by any student at the time of registration as to which section was to be designated as the treatment group. The instructor was also not aware of this assignment until after registration was complete. On the basis of this information, it was concluded that it probably was a safe hypothesis that the assignment to experimental conditions approximated a randomized assignment. The only noticeable difference between sections was the difference in enrollment size. As a prime reason in both sections for choice of a given section was time table preferences, it was presumed that the different enrollment size was a function of a preference for the scheduled times of each section.

2

Within each of the two experimental samples it was necessary to have two different observation samples - a pretreatment sample group and a posttreatment sample group. Random assignment was made to these two sample groups attempting to match the sample groups according to sex distribution and percentage of foreign students.

The study began with 125 students. Dropouts affected the final number of subjects that completed the study. Dropout rates were the same for both groups. The final number of subjects in each cell as a result of differences in class enrollment sizes, random assignment to observation groups, and dropout rates was as follows:

| | Pretreatment Observation | Posttreatment Observation |
|---|---|---|
| Trained condition | n = 28 | n = 39 |
| Untrained condition | n = 22 | n = 23 |

N = 67 dropout = 8 (10.7%)

N = 45 dropout = 5 (10%)

A larger sample of trained subjects was desireable for the correlation tests portion of the study.

4. *Experimental conditions*

The course ran for eleven weeks. Classes were conducted for one and one half hours, 3 times a week. Students were assigned to five person groups at the beginning of the course and told that their performance in the course would be assessed by testing the performance of their group in a series of group problem solving tasks. These groups were told that they could improve their group performance by developing skills for better problem solving and by developing skills for effective communication to build their group relations. Each week during the course followed the same general pattern with differences in the two sections according to the experimental conditions.

In the study, there were two basic experimental conditions: one condition designated as the treatment condition and one condition designated as the control condition. The two sections differed as follows in terms of the general weekly pattern:

| | Treatment Condition | | Control Condition |
|---|---|---|---|
| Day 1 | Task | Day 1 | Task |
| 2 | Debriefing of the Task plus a Problem Solving Theory Input | 2 | Debriefing of the Task plus a Problem Solving Theory Input |
| 3 | Treatment-Communications Skills Training | 3 | Control-Varied activity other than Communication Skills Training |

The series of eleven (11) tasks was the same for both sections. These tasks were experiential problem solving exercises. Groups were tape recorded during the performance of the tasks. The groups were then instructed to transcribe these tape recordings and analyze their transcripts using the ideas generated in the formal class input sessions. Without any extensive training input, the control group was encouraged to notice their communication with particular emphasis upon interruptions and general styles. As well, the groups in both sections were periodically surveyed with team climate surveys which asked questions about conformity, leadership, cooperation, communication styles, control, problem solving effectiveness, and utilization of group member resources. These surveys were collected and the results were shown to the students to serve as stimulus items promoting follow-up discussion in motivated groups.

a, Treatment condition

The treatment condition was an integrated experiential/didactic communication skills training program incorporated within the context of the course objective of developing skills for better interpersonal functioning in work group settings. The program introduced the subjects to a set of basic communication skills for improving face-to-face communication. The skills were introduced didactically and the students were given structured activities in which to experientially acquaint themselves with and practice the skills.

$a_1$ Learning Model:

Each new skill was introduced using the learning model suggested by Miles (1960).

Miles' Learning Model (1960)

| | | | | |
|---|---|---|---|---|
| Unfreezing of old behavior | → | Identification of and experimentation with, new behavioral alternatives | → | Refreezing of new behavior |

In line with this model, an attempt was first made to elicit normal behavioral responses to a given event. These behavioral responses then serve as baseline information for purposes of identifying shortcomings of these typical responses. Handout materials describing a related communication skill were used to expose the subject to the use of this skill in events like the trial event. Once the students had a new awareness of the relevant skill, they were asked to look at their behavior during the trial event. This was intended to serve the function of "unfreezing" as outlined by Miles (1964). The object here was to increase the subject's awareness of the consequences of his typical behavior and to acquaint the subject with new behavioral alternatives which are considered to improve interpersonal functioning in face-to-face communication.

Theoretically, once the subject recognizes that the typical response is not as effective as desired, then an increase in motivation to acquire proficiency with more skillful behaviors can be expected. Once this motivation is present, then any practice with new skills is likely to be a real learning attempt. After cognitive exposure to each new skill and analysis of typical behavioral responses, the subjects in this study were structured activities in which to practice the new skills. These practice situations initially required very deliberate attempts to use the skill in very simple interactional events. This focused the awareness of the subject on the use of the skill. As the subject increased his ability to use the skill in the simple events, then he was faced with more complex events and asked to continue to try to use the skill. After such a trial, the subjects were then invited to comment upon their experiences while trying to use the skill. This allowed the instructor to clarify any misunderstandings and to coach the students on the use of the skills in difficult situations. In this course, this stage was followed by asking the students to work as a group on a task of considerable significance to their grading in the course. They were advised to try to use the skill in appropriate situations while working on the group task. After the group task, the group of subjects devoted some time to talking about their behavior while working on the task. They were asked to particularly talk about their use of the skills while working together and to talk about ways to allow and insure the more frequent and appropriate use of the skills in future task situations. This process attempted to achieve the 'freezing' function outlined by Miles (1960).

$a_2$ Objectives:

Specifically, the program was designed to accomplish the following objectives:

- to demonstrate normal behavioral responses in interpersonal communication and their consequences in terms of effectiveness in achieving shared understanding and openness appropriate to working together on interdependent tasks;
- to introduce the subject to new behavioral alternatives recognized as communication skills for improving interpersonal effectiveness;
- to motivate the subjects to experiment with new behavioral skills;
- to provide opportunities for the subjects to practice and experiment with new behavioral skills;
- to give the subjects information about this behavioral performance via feedback from other students and the instructor;
- to give the subjects success experiences in the use of the new skills;

and - to motivate each subject to question the appropriateness of each skill for himself and the various situations he finds himself in.

$a_3$ Methods:

It was intended to achieve the above objectives by the use of experiential activity to elicit normal behavioral responses; the use of handout and lecture inputs to cognitively acquaint the subject with new skills; the use of experiential activity to allow the subject to actively try out the new skills; the use of video tape and live demonstrations by the instructor to demonstrate successful use of the skills; and, the use of feedback instruments such as audio tape and group process observation survey sheets to give each subject information about his behavioral performance while using the skills. Thus, essential learning ingredients included didactic inputs, experiential activity, modeling, and behavioral feedback.

$a_4$ Content organization:

The program was divided into modules or units in which the students were exposed to new skills and information about normal behavioral processes. Each module involved one and one half to three (1½-3) hours of class time. These modules covered the following:

| | |
|---|---|
| Module I. | Behavior description skill |
| Module II. | Skills for effective listening |
| Module III. | Description of internal processes skill |
| Module IV. | Recognition of blocking behavior |
| Module V. | Responding to blocking behaviors |

The object of the sequence of modules was to initially introduce the subjects to a set of these basic skills, then to acquaint them with the appropriate uses of these skills for improving understanding and openness in difficult face-to-face communication situations.

$a_5$ Underlying values:

Underlying values, which the subject was exposed to when involved in the skills training, included an emphasis upon attempts to achieve understanding and equality in interpersonal relationships. This was contrasted with attempts to manipulate the behavior of the other person in a shared relationship. Such manipulation has the impact of establishing inequalities and win/lose conflicts. The argument was presented that understanding is achieved when two people are willing to disclose their immediate experiences to each other when those immediate experiences significantly influence and are influenced by the relationship shared by these two people. This requires a shared orientation for cooperation and mutual gain through the relationship. This value emphasizes self disclosure, and effective listening to the other person in the relationship. The implicit value underlying the skills emphasizes appropriate and open sharing of immediate experience in order to foster shared understanding.

The program also emphasized the importance of treating inferences about others as tentative and encouraged the checking of these inferences out by inquiry of the other person. Accompanying this, there was a strong emphasis on providing the 'other' with a description of behavior which has stimulated the given inferences. The implication is that the more specific and non-evaluative the communicator is in identifying what he is reacting to when he is interacting with the other person, the greater is the chance that shared understanding will be achieved. The underlying value of these skills associated with inference checking and description was that these skills are used for understanding and not to manipulate or change the behavior or experience of the other. The value emphasis was upon achieving relationships characterized by the "I'm O.K. - you're O.K." paradigm (Harris, 1970).

b, Control condition:

As in the treatment condition, control subjects participated in a series of team problem solving task sessions. Each week, the team of students would complete a problem solving task during the first class of the week. Following the task, the students would individually complete a team survey, then discuss their responses as a team. The second class would be devoted to a debriefing of the task exercise in which all teams would receive information as to the results of their work on the task, information as to how the most successful teams had dealt with the task, and an input on a new problem solving skill which could be used to maximize team effectiveness. However, in the control condition, the third class session of each week did not involve a communication skills training input. Instead, this third weekly session involved any one of the following:

- additional problem solving theory inputs;
- discussion of research or group dynamics (e.g. conformity, obedience, etc.);
- an interface exercise identifying the difficulties experienced in the relationships between Foreign and Canadian students;
- discussion about group processes in the teams;

and - use of class time to work on group reports.

The subjects in the control condition were not exposed to any systematic training on communication skills. However, the control group was periodically invited to discuss their communication behavior by comparing responses to team survey questions referring to listening behavior and communication patterns. With this low degree of structure, the students characteristically would spend little time dealing with issues relating to communication behavior.

### 5. *Testing schedules*

As assignment to treatment conditions was not within the experimenter's control and subjects were not randomly assigned to experimental conditions, it was necessary to conduct a pretreatment observation to test for pretraining differences between groups and to test the hypothesis that subjects in the two different sample groups were not from the same general population. Two observation sessions were conducted before the treatment period to collect the necessary information. Observation session one took place during the first day of classes for both groups before any information about the instructors intentions for the course were revealed. Observation session two took place during the second week of classes for both groups and preceded commencement of the treatment period.

As well, given the hypothesis of treatment effects, it was implicitly necessary to obtain a posttreatment measurement of performance level. Two observation sessions were conducted following the treatment period. Observation session three took place during the last week of classes for both groups. Observation session four was conducted during the last class of the course. A follow-up observation session was considered desirable but not feasible given the lack of control the experimenter had regarding availability of subjects after the termination of the official course period.

### 6. *Testing procedures*

a, Observation Session One. All subjects were informed at the beginning of the first class that they were participating in a research project. They were informed by the experimenter that this research was being conducted to evaluate the effectiveness of the course in meeting both their learning needs and the objectives of the course. They were asked to use their university identification numbers on all questionnaires completed during the research project. They were assured that responses would remain anonymous and would not be used to determine grades.

To meet instructor requirements that participation in the research project be voluntary; the students were informed that they did not have to participate in the research. To provide an incentive to do so, the instructor agreed to provide a grade bonus amounting to 8 percent if a student completed all the different phases of the observations conducted in the study. The students were further urged to participate in order to help the instructional staff to develop more effective designs for the course.

The first observation involved a questionnaire to check for possible differences between the treatment and control groups resulting from self selection to the two different sections involved in the study. The questionnaire (Appendix A, p. A-1) asked questions to determine the following:

- distribution of students by faculties
- reasons for enrolling in the course
- previously obtained information about the course
- expected additional out of class time work

- reasons for enrolling in their given section
- preferred learning activities
- expected usefulness of the course.

A second paper pencil questionnaire (Appendix C, p. A-7) was completed by the subjects at this time intending to obtain data that would allow a pretreatment check on immediacy levels which would be quite different from the posttreatment testing procedures for immediacy. It was intended to use this data as a covariate to account for any differences between the groups attributable to selection effects. However, this data was ultimately not used because of limitations of funding for purposes of rating.

Following completion of the questionnaires, the instructor made his input describing the content and procedures of the course. At this time he clarified his expectations for the students, emphasizing the amount of work that was going to be involved in his course. He described his intentions to use experiential learning processes and to grade student performance by assessing the performance of their work teams. Following his inputs and a question-answer period, he asked each student to fill out a three by five inch card with the following information: their name, sex, age, first language, and their intention to stay in or transfer out of his section. He informed them that this information would be used to randomly assign them to teams. This data was also used by the experimenter to randomly assign subjects to the two different observation samples within each of the experimental conditions. The assignment attempted to match the samples in terms of sex distribution and percentage of foreign students. Students who indicated at this time an intention to transfer out of the section were not included in the random assignment to observation samples.

b, Observation Session Two. The subjects were informed that they would be expected to participate in a session to be conducted in a language lab. They were told that scheduling problems in the lab prevented doing this with all subjects during the same time period. The subjects in both experimental conditions who were randomly assigned to observation sample two were notified that they were expected to attend the language lab during the available times scheduled for the second week of classes. These subjects were to sign up for the specific time period they wished to attend the language lab. The remaining subjects were told that they would be notified at a later date as to when they would be expected to participate in the language lab session. The language laboratory session involved one hour of time for each subject. As many as eighteen subjects could participate at one time but because of scheduling difficulties, the language lab was seldom full during each observation period. All observation two ($O_2$) subjects completed this testing session within a four day period.

Observation session two included two separate testing procedures. The initial test required that each subject sit at a language lab tape recording console wearing a head phone set with an attached mouth piece microphone. Via a master tape input system, each subject was presented with a series of stimulus messages which could be heard through the ear phones worn by each subject (Appendix E, p.A-21). The subject would then make a verbal response which would be picked up by the mouth piece microphone and recorded on the audio tape at the subject's consul. This set of recorded responses to the series of stimulus items, provided by each subject, was ultimately transcribed and scored for the dependent variables. Recognizing the possible effects of order of presentation of stimulus items, the experimenter endeavored to build a check for order effects. The language lab allows simultaneous presentation of two master tape inputs to subjects. Two master tapes with different orders were created and used during each of the language lab sessions.

Subjects were asked to appear outside of the language lab at their designated times. Before entering the language lab, the subjects were randomly assigned to consoles in the lab such that an equivalent number of subjects were presented with each of the two orders of stimulus presentation. Subjects would then enter the laboratory, find their console and commence preparation according to instructions at the console. Preparation included putting on the head phone set, writing their identification number on a three by five inch card, carrying out a brief test of their machine, then speaking their identification number and section number into the microphone. Once all subjects were ready, the experimenter then began the master tapes and the taped responses were collected.

After the tape recording session was completed, subjects were presented with paper-pencil questionnaires designed to test the subjects awareness of communication skills (Appendix D, p.A-12). The subjects took an average of twenty minutes to complete this questionnaire. Following this, the experimenter made a brief comment of appreciation to the subjects for their participation in this phase of the experiment. He also stated that it was necessary that he not give them any additional information about the research at this time. The subjects were further asked not to advise fellow students as to what had happened in the language lab so that all subjects could go through this observation activity without preparation. Subjects were invited to discuss the research project in more depth with the experimenter after all information had been collected from all subjects.

c, Observation Session Three. This session involved the same procedures as observation session two. The subjects who had not participated in $O_2$ and had been randomly assigned to $O_3$ were informed that they were to sign up for a language lab session during the last week of classes and appear at the lab at the designated time. They were then presented with the two procedures for collecting subject responses and debriefed as previously described for $O_2$.

d, Observation Session Four. The final session was conducted during the last class session. All subjects had been advised that their attendance was critical. The subjects were told that their participation to date had been very helpful and that one final session would complete their involvement in the research. A questionnaire seeking their evaluations of the instructor and the course program was used (Appendix F, p.A-27). Because of the nature of this instrument, the subjects were once again assured that their responses would remain anonymous to the instructor. Following this session, a brief description of the research was presented to the subjects. An invitation to contact the experimenter in several months was extended to individual subjects who had expressed an interest in obtaining further information about this research.

### 7. *Instrumentation*

In this study, nine major instruments were used. Thev are listed below according to two major functions:

| a, Data Collection Instruments | | Appendix | Page |
|---|---|---|---|
| $a_1$ | Questionnaire for Students Taking OT303 | A | A-1 |
| $a_2$ | Liked-Disliked Person Questionnaire | C | A-7 |
| $a_3$ | Communication Skills Inventory | D | A-12 |
| $a_4$ | Helping Response Stimulus Presentation | E | A-21 |
| $a_5$ | Assessment Questionnaire for OT303 | E | A-26 |
| b, Scoring Instruments | | | |
| $b_1$ | Carkhuff Scale for the Measurement of Empathy | I | A-52 |
| $b_2$ | Carkhuff Scale for the Measurement of Genuineness | J | A-55 |
| $b_3$ | Communication Skills Inventory Marking Key | K | A-58 |
| $b_4$ | Ford-Kuiken Immediacy Scoring System | O | A-127 |

The majority of these instruments were developed specifically for this study. A discussion of the origin and nature of these instruments follows. In addition, six instruments were used in the process of validating the Helping Response Stimulus Presentation and the Ford-Kuiken Immediacy Scoring System. These are presented and discussed in Appendix H.

a, Data Collection Instruments

$a_1$ Questionnaire for Students Taking OT 303

This questionnaire was created by the experimenter as an unobtrusive test for differences between sample groups. The questionnaire was designed to obtain both demographic information and information regarding student expectation, motivation and learning method preferences. The instrument was not pretested for reliability or validity. This instrument is shown in Appendix A.

### $a_2$ Liked-Disliked Person Questionnaire

Although the information collected with this instrument was not actually used in the interpretation of results of the study, it is mentioned here because it was administered during the life of the experiment. This questionnaire was to be used to collect base-line data from all subjects regarding their level of immediacy in positive and negative affect situations. This questionnaire is a modification of a data collection procedure frequently used in the studies cited by Wiener and Mehrabian (1968). This instrument is shown in Appendix C.

### $a_3$ Communication Skills Inventory (Appendix D)

This instrument was developed by Dr. R. V. Rasmussen for use in his communication skills training programs. It was designed to be a cognitive assessment test for ability of subjects to discriminate between verbal behaviors defined as skill behaviors and those defined as non-skill behaviors. The instrument had previously been used in other training groups and was considered by the various instructors involved to successfully discriminate between those who had achieved cognitive understanding of the skills training and those who had not. The instrument has been used in eight different skills training workshops as a device to assess achievement of cognitive understanding of the basic skills. Instructors using the instrument have expressed the belief that the instrument results match their perceptions of student understanding. No controlled tests for instrument reliability or validity have been conducted.

### $a_4$ Helping Response Stimulus Presentation (Appendix E)

This instrument was the primary data collection instrument used in the study. The design for this instrument was modeled after the stimulus presentation format used by Carkhuff in his *Index of Communication* (Carkhuff, 1969a). In this format, subjects are asked to imagine that they are listening to a friend who has approached them for help. Subjects are encouraged to give their most helpful response to each of the situations. Twelve stimulus items were included in the HRSP. These twelve items were specifically prepared to allow comparison between stimulus items to test for stimulus effects on subject response. The following comparison sets were included:

*Affect and Immediacy*

a, Positive affect expressed via non-immediacy
b, Negative affect expressed via non-immediacy
c, Positive affect expressed via immediacy
d, Negative affect expressed via immediacy

*Immediacy*

a, An immediate stimulus
b, A non-immediate stimulus

*Ambiguity*

a, Ambiguity without any form of explication
b, Ambiguity followed by brief explication

*Bind Situations*

a, Non-binding
b, A single bind situation
c, A double bind situation
d, An explicit contradiction

Validation: The twelve stimulus items were prepared by the author of this study. To check for agreement that these stimulus items did, in fact, match the definitions employed in this study for these items, two small samples of judges (17 non-expert judges and 8 expert judges) were asked to match definitions with stimulus items in the Stimulus Discrimination Task instrument described below. All expert judges matched stimulus items and definitions perfectly. However, the sample of non-expert judges did not do as well. The majority of non-expert judges did not successfully match definitions for the two non-immediate-affect items or for the double bind and explicit contradiction items. Because the opening statements in the non-immediate-affect stimulus items were immediate and the rest were not, the non-experts were influenced in their judgement by the opening line. The non-experts also tended to class the double bind stimulus as an explicit contradiction and *vice versa*. The differences were intended to be subtle and obviously confused the non-expert judges. However, it was decided to use these items because of the ease and accuracy with which expert judges (persons who were actively involved as communication skills trainers) completed the Stimulus Discrimination Task. The non-expert judges (persons who were involved in an introductory communication skills course) had successfully matched eight out of twelve stimulus items to definitions completely and had successfully discriminated between affect differences on the non-immediate-affect stimulus items. The difficulties they experienced on the other items were subtle differences by design that were easily recognized by experts.

Order Effects: In order to prevent order effects in the presentation of stimulus items, it would have been necessary to arrange the presentation of items so that each subject received the items in a different order from any other subject. This would have been possible if the subjects had been presented with the responses on a written sheet and had been asked to write their responses as has been done in several studies based on the Carkhuff paradigm (Greenberg, 1968; Antonuzzo and Kratochvil, 1968). However, despite arguments that

a, the written stimulus presentation method is as valid as a tape recorded verbal stimulus presentation method (Carkhuff, 1969a);

and b, the written response method is as valid as a verbal response method employing audio recorders (Carkhuff, 1969a);

it was decided, in this study, that all stimulus items would be presented verbally and that all responses would be verbal. This necessitated a systematic process of stimulus presentation in a facility which would allow recording of responses of a large number of subjects without contamination between subjects. A language lab facility provided the means by which stimulus items could be presented individually to subjects and in turn their responses could be tape recorded individually. This language lab facility was structured such that two different orders of stimulus items could be presented to two different groups of subjects simultaneously without subject awareness. Although this lab would not permit randomized stimulus presentation for all subjects, it did allow a split into two order presentation groups permitting a test for order effects. If such order effects were found, the results of tests for stimulus effects would be highly suspect. It was decided to take this risk, test for differences due to differing order presentations, and work within the limits imposed. This alternative was chosen in order to obtain the greater likelihood of actually simulating the helping behavior of persons approached in one to one verbal situations by someone seeking help with personal issues. This study was expressly addressed to exploring the use of the verbal channel of immediacy and this purpose could be better served by examining spoken verbal responses.

In conclusion, two different orders of stimulus items were utilized. The items were presented in the following two orders of presentation:

| Order A | Order B |
|---|---|
| Positive Affect expressed via non-immediacy | Negative Affect expressed via Non-immediacy |
| Negative Affect expressed via immediacy | Positive Affect expressed via immediacy |
| A Single Bind situation | A Non-binding situation |
| Ambiguity without any explication | Ambiguity followed by a brief explication |
| Positive Affect expressed via immediacy | Negative Affect expressed via immediacy |
| A Double Bind situation | An Explicit Contradiction situation |
| Immediate stimulus | Non-immediate stimulus |
| Negative Affect expressed via non-immediacy | Positive Affect expressed via non-immediacy |
| A Non-binding situation | A Single Bind situation |
| Ambiguity followed by a brief explication | Ambiguity without any explication |

| | |
|---|---|
| Non-immediate stimulus | Immediate stimulus |
| An Explicit Contradiction situation | A Double Bind situation |

As shown, the two orders of presentation were established by reversing the order of items in the matched pairs.

$a_5$ Assessment Questionnaire for OT 303 (Appendix F)

This questionnaire was developed to test for subject perceived differences in experimental conditions. As subjects were not randomly assigned to experimental conditions by experimenter control and as there were only two major experimental groups both under the influence of the same instructor, it was deemed necessary to check for differences in the two groups due to perceived differences in instructor motivation, effectiveness, and value, and differences in the two groups due to perceived influence of the course on acquisition of new ideas, change in behavior, and usefulness of the course. Subjects were asked to answer a set of questions using a seven point rating scale where one was low and seven was high. This instrument was not pretested for reliability and validity assessment.

b, Scoring Instruments

$b_1$ Carkhuff Scale for the Measurement of Empathy (Appendix I)

This scale is certainly the most popular of Carkhuff's scales for assessing counselor functioning. This scale ranges from level 1, at which the responses of the helper either do not attend to or detract significantly from the meaning or feeling of the helpee's initiating expression, to level 5, at which the helper's responses add significantly to understanding of the meaning and underlying feelings of the helpee's message. The scale is described more specifically below:

Measurement of Empathic Understanding in Interpersonal Processes (Carkhuff, 1969a)

| 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |
|---|---|---|---|---|
| The Helper communicates no awareness of even the most obvious, expressed surface feelings of the Helpee and communicates significantly less of the Helpee's feelings than Helpee had communicated himself | Although the Helper responds to the expressed feelings of the Helpee, he does so in such a way that he subtracts noticeable affect from the communications of the Helpee | The expressions of the Helper are essentially interchangeable with those of the Helpee in that they express essentially the same affect and meaning | The responses of the Helper add noticeably to the expressions of the Helpee in such a way as to express feelings of a level deeper than the Helpee was able to express himself | The Helper's responses add significantly to the feeling and meaning of the expressions of the Helpee in such a way as to accurately express feeling levels below what the person himself was able to express and to be fully with the Helpee in his deepest moments |

Previous studies reporting acceptance levels of test reliability and interrater reliability include Cannon and Carkhuff (1969); Carkhuff *et al.* (1968); Carkhuff (1969b), Kratochvil (1969), and Gokiert (1974). Cannon and Carkhuff (1969) reported for two raters, Pearson product moment correlations for rate-rerate reliability of .95 and .93 and interrater reliability of .89. Carkhuff *et al.* (1968) reported internal consistency reliabilities of .90, .99, and .94. Gokiert (1974) cited Pearson product moment correlations for interrater reliability for three raters of .94, .93, and .94. She also compared these ratings of three raters with those of Carkhuff (1969a) and reported criterion reliabilities of .93, .93, and .92 for these three raters. As mentioned previously, the validity of this scale has been actively criticized by Chinsky and Rappaport (1970), Rappaport and Chinsky (1972) and Shapiro (1968) and just as actively defended by Carkhuff (1969a).

$b_2$ Carkhuff Scale for the Measurement of Genuineness (Appendix J)

This scale has been employed much less frequently than the Empathy scale in research on counselor functioning and has been given much less attention in the literature. The scale used in the study was that described by Carkhuff (1969a) in *Helping and Human Relations*, Vol. I, and was a revision of earlier versions of genuineness and congruence scales (Carkhuff, 1968; Carkhuff and Berenson, 1967; Truax and Carkhuff, 1967). The scale is described below:

Measurement of Facilitative Genuineness in Interpersonal Process (Carkhuff, 1969a)

| 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |
|---|---|---|---|---|
| The Helper's verbalizations are clearly unrelated to what he appears otherwise to be feeling at the moment, or his only genuine responses are negative in regard to the helpee and appear to have a totally destructive effect upon the helpee. | The Helper's verbalizations are slightly unrelated to what he appears otherwise to be feeling at the moment, or when his responses are genuine, they are negative in regard to the helpee and he does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship | The Helper provides no "negative" cues of a descrepancy between what he says and what he appears otherwise to be experiencing, but he provides no positive cues to indicate a really genuine response to the helpee | The Helper presents some positive cues indicating a genuine response (whether positive or negative) in a nondestructive manner to the Helpee | The Helper appears freely and deeply himself in a non-exploitative relationship with the Helpee |

The specific research evidence contributing to tests for reliability and validity of this scale is scant at best. Hult (1970) reported interrater reliability of .81 or better on the scales for genuineness, empathy, concreteness and communication of respect. Soule (1971) in an exploratory study of the effects of counselor training on interaction dimensions, found that only therapist genuineness levels changed, pre-post, as a result of graduate level training. Soule also found that genuineness correlated with low scores on the inner directed scale and the Personal Orientation Inventory. Given previous criticisms of the Carkhuff scales, it is still obvious that there is poor evidence for validity of the scale and only minimal evidence for reliability.

$b_3$ Communication Skills Inventory Marking Key (Appendix K)

A marking key for the Communication Skills Inventory was developed by an expert agreement process. Five persons who were actively involved in communication skills training programs and considered as experts in this area, completed the questionnaire in its earliest form. These responses were compared to identify questions where there was poor agreement among the expert group. The final version of the questionnaire was composed from the pool of questions on which there was either full agreement on the correct answer or, for certain questions, agreement on the incorrect answer. The marking key was then developed according to the expert agreements on appropriate answers. Where the group of experts achieved full agreement on the appropriate answer for a questionnaire item, this answer had to be given by subjects to be marked correct. Where the group of experts achieved agreement on what was an incorrect answer but varied in their consideration of what was a correct answer, subjects would lose a mark if they gave the incorrect answer. No deliberate test was made for reliability or validity.

$C_4$ Ford-Kuiken Immediacy Scoring System (Appendix O)

This scoring system is the result of revisions made to the Kuiken Immediacy Scoring System (Kuiken, 1973). The revisions were made to provide greater clarification, organization, and independence between the scales composing the system. The scales were modified to more clearly integrate the theoretical ideas of Perls (1969), Wallen (1964-1970), and Rasmussen (1973) regarding interpersonal communication and verbal representation of immediate experience. Like the KISS, this scoring system also includes three dimensions for assessing the immediacy of a verbal response. However, the three dimensions in the F KI system are different in both title and definition. The three dimensions are briefly defined below:

a, REFERENT:

The extent to which the speaker's communication refers directly and explicitly to himself and/or his own experience. The most immediate classification is given to a verbal communication which refers exclusively to the speaker or a part aspect of the speaker. The least immediate classification is given when the speaker's verbal communication does not refer in any way to himself or his own experience. In addition, the level of immediacy is influenced by whether or not the speaker refers to himself as either responsible for or the initiator of the action rather than as a recipient of another's action.

b, CONTENT:

The extent to which the content of the verbal communication represents (explicitly, concretely, and descriptively) immediate experience. Immediate experience includes all of the privately experienced internal processes associated with sensory experiencing. The communicator is verbally immediate when these internal processes are represented explicitly and concretely via the content of the communication. That is, the communicator may describe these internal processes clearly and directly; and thereby communicate a clear representation of immediate experience. On the other hand, the communicator can choose either a verbal content which, by abstraction, does not clearly represent and specify privately experienced internal processes; or a verbal content which denies, distorts, contradicts and/or disavows internal processes. This dimension assesses concreteness vs abstraction in description of internal processes and avowal vs disavowal of immediate experience.

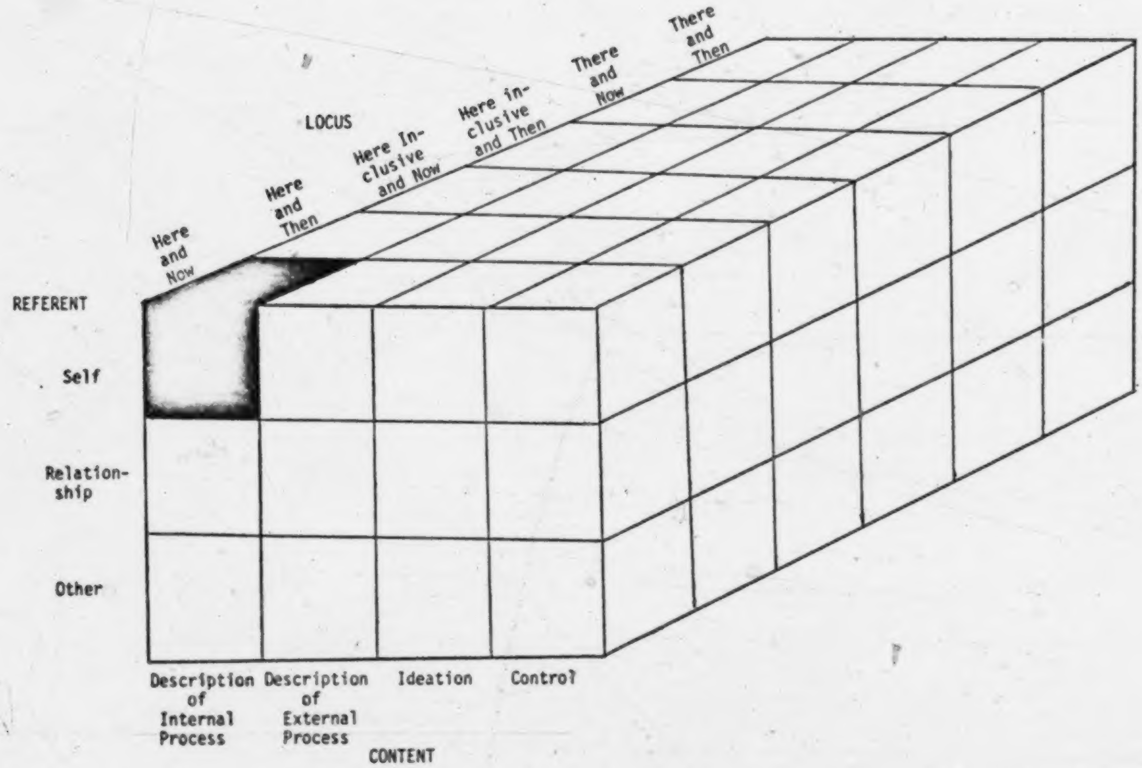
c, LOCUS:

The extent to which the time/space quality of a communication is here-and-now as opposed to there-and-then. Here means the speaker, the addressee, part aspects of either the speaker or addressee, and/or objects or events within the relationship boundaries and immediate statial proximity of the speaker and addressee. Now means that what the speaker refers to must be clearly and specifically happening at the

> present time. The content must be expressed in the present tense. As the communicator makes reference to persons, objects or events that are not present and/or, as the communicator speaks in a past, future or general tense, the communicator is choosing to be less immediate.

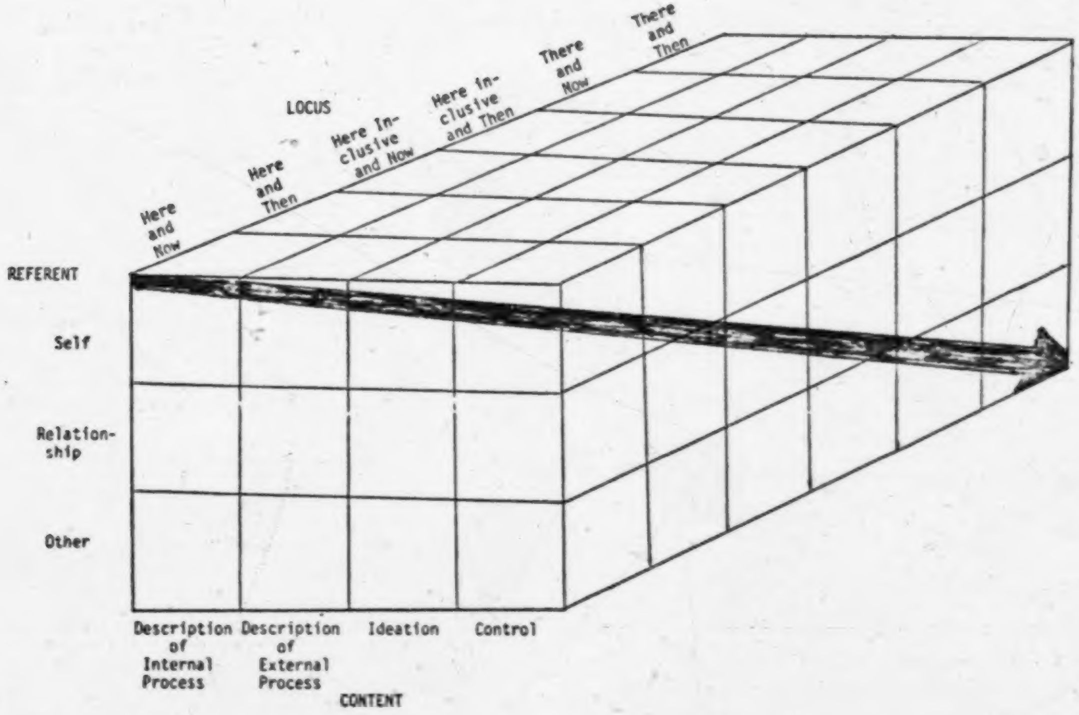
The three dimensions are demonstrated below in Diagram 3-1.

DIAGRAM 3-1: The Three Dimensions of Immediacy


LOCUS
Here and Now
Here and Then
Here Inclusive and Now
Here inclusive and Then
There and Now
There and Then
REFERENT
Self
Relationship
Other
Description of Internal Process
Description of External Process
Ideation
Control
CONTENT

The shaded area in the upper left hand corner of the three dimensional diagram represents the area of greatest immediacy. An immediate verbal communication is a self referent statement about internal experience (feelings, sensations, urges, and/or the process of thinking) happening in the present time and space. The least immediate communication, as defined by this immediacy scoring system, is a statement referring to someone or thing other than the speaker, contradicting, denying, or ordering experience or events which have happened in the past or will happen in future time in another space. This ordering of immediacy on the three dimensions is shown by the black arrow in Diagram 3-2. The directional arrow indicates decreasing immediacy:

DIAGRAM 3-2. Decreasing Immediacy


LOCUS
Here and Now
Here and Then
Here Inclusive and Now
Here Inclusive and Then
There and Now
There and Then
REFERENT
Self
Relationship
Other
Description of Internal Process
Description of External Process
Ideation
Control
CONTENT

Ideally, in speaking of the level of Immediacy demonstrated by a communication, the scoring system should be able to make reference to a specific point on this line or a point of relationship to this line. Unfortunately, this scoring system has not presently achieved the level of sophistication that would allow this. The nature of the scoring system requires discussion of immediacy as three separate dimensions.

## Rating Process

Using this system, a helper's response is initially divided into units of analysis as determined by the instructions in the scoring system in the section titled "The Unit of Analysis" (see Appendix ). This is one very large and significant difference between this system and traditional counselor rating systems. Using the Carkhuff scales, the total helper response is rated at once. With the unit of analysis approach, many more ratings are required for each response. For example, the counselor response, "You seem to be worried that your relationship with your boy friend won't last very long. I'm hoping that we can talk further about this next time." is scored by Carkhuff once for each condition. In the F KI scoring system, this counselor response is treated as four separate scoreable units:

1. "You seem to be worried that...
2. your relationship with your boy friend won't last very long.
3. I'm hoping that...

and 4. we can talk further about this next time."

Each unit, is then rated foreach of the three dimensions. The Referent dimension is a rating scale of one to six. The Content dimension is a rating scale of one to nine, and the Locus dimension is a scale of one to six. In all three cases a rating of one is most immediate.

For each of the dimensions, a rating of a given level requires that the unit of analysis meets all the scoring rules indicated for that level and passes all the specified rejection criteria. The rater moves to progressively non-immediate rating levels until she/he identifies a score at which the unit of analysis corresponds to the scoring rules and cannot be rejected at that level.

Example:

Unit of Analysis: "I am losing interest."

The Referent rater would look at the scoring criteria for a rating of $R_1$ as follows:

$R_1$ Self: A direct statement exclusively about either the speaker or a part of the person who is speaking (i.e. body parts). The speaker's statement must clearly be in the form of an "I" message or be in the form of a possessive reference to a definite body part of the speaker. The message must not include any reference to any other person or object.

This scoring category includes:

a, Speaker-action-speaker units in which the speaker is both the agent and the object of the action (e.g. I hate myself today).

b, Speaker-action units in which the speaker is the agent of the action (e.g. I am learning)

c, Speaker-attribution units in which the speaker is described by an adjective or adjective phrase (e.g. I am lonely)

Rejection Rules

A unit would not be scored $R_1$:

$RR_1$ - if any reference is made to any other person, object or event.

$RR_2$ - if there is a possessive reference to an object, action, person or attribute other than a specific body part of the speaker.

$RR_3$ - if the "I" message is only a qualifying statement such as

I think....

I feel that...
I believe....
I suppose that....

or any other similar stem signaling uncertainty and followed by a statement of thought or belief such that the stem can be translated as "probably", "supposedly", "typically" or "certainly".

$RR_4$ - if the speaker refers to self in the second or third person.

$RR_5$ - if a body part is referred to without using the possessive form.

This unit of analysis meets the specified rules, passes all rejection criteria and would be rated $R_1$. If it did not, the rater would then look to the scoring criteria for $R_2$ and so on. The unit is rated on each of the other two dimensions, Content and Locus, in the same way using the specified rules and rejection criteria. For purposes of research, each dimension would be rated by different raters to prevent contamination due to rater set or practice effects. For purposes of counselor training, such independence of rating judgement is not as crucial and a single rater could do all ratings.

## Composite Score

After each unit of analysis is scored, a composite score for the response is calculated by means of a simple averaging procedure. This composite score is then treated as an indication of the level of immediacy of the total response (on the given dimension). For example, a response such as:

> "I am concerned about the information that you have. You are a key member of this committee and should know what is happening."

would initially be divided into scorable units. The units are identified below:

1. "I am concerned about the information...
2. that you have...
3. You are a key member of this committee...

and 4. and should know what is happening."

Each unit would then be scored for each of the dimensions as follows:

| Unit | Referent | Content | Locus |
|---|---|---|---|
| 1 | 2 | 1 | 3 |
| 2 | 6 | 4 | 3 |
| 3 | 6 | 5 | 4 |
| 4 | 6 | 7 | 2 |
| Sums | 14 | 17 | 12 |
| No. of units | 4 | 4 | 4 |
| Composite Score | 3.5 | 4.25 | 3.0 |

These composite scores are then used in the subsequent statistical analysis. They are a single score for comparison with the single rating scores arrived at via the Carkhuff scales. These averaging processes have been used previously by Roth (1973) and Kuiken (1972).

### Reliability of the Ford-Kuiken Immediacy Scoring System

Rate-rerate reliability for this scoring system was assessed by rating responses of 17 non-experimental subjects to the two stimulus items included on the Stimulus Response Task. These responses were rated twice by the same rater with four weeks between ratings.

Pearson Product Moment Correlations for Rate-Rerate reliability for each of the three immediacy dimensions are shown in Table 3-1.

Table 301: Rate-Rerate Reliability Coefficients: F K I Ratings

| Dimension | Rate-Rerate Reliability Coefficient |
|---|---|
| Referent | .99 |
| Content | .76 |
| Locus | .82 |

These correlations were considered to be sufficient for purposes of demonstrating reliability of the rate-rerate measurements obtained using the F K I rating system. The lower reliability of the Content dimension measurements was anticipated because of the nature of this rating scale. This scale presently requires a greater degree of rater subjective judgement than is required by the other two scales.

Using this same sample of responses to two stimulus items by 17 non-experimental subjects, interrater reliability for the three scales was determined by comparing ratings from three raters, each using one of the three scales, with criterion ratings ( for each of the three scales) provided by one of the authors of the FKI rating system. The Pearson Product Moment Correlations for interrater reliability are shown in Table 3-3.

Table 3-3: Interrater Reliability Coefficients - Criterion Ratings

| Dimension | Pearson Product Moment Correlations |
|---|---|
| Referent | .99 |
| Content | .93 |
| Locus | .90 |

The interrater reliabilities are higher than the rate-rerate reliabilities rationgs. This was presumed to be because the first scoring in the rate-rerate process was conducted by the author immediately after developing the scoring system. Over the delay period, the process of rethinking and clarifying the scoring rules probably lowered the correlations in the rate-rerate process but increased the ability of different raters to achieve agreement on scoring.

Validity of the Ford-Kuiken Immediacy Scoring System

For purposes of checking for both convergent and discriminant validity, Pearson Correlation Coefficients were calculated for different ratings of the same responses using rating systems differing both in terms of method and in terms of trait being measured. The multi-trait, multi-method validational approach recommended by Campbell and Fiske (1959) was used. Pearson Correlation Coefficients are indicated in Table 3-4.

Table 3-4: Multi Trait - Multi Method Validation Matrix for Measurements Obtained with the F K I Rating Scales

| | FKI Specific Ratings | | | K I Specific Ratings | | | Global Ratings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Ref. | Loc. | Con. | Sub. Cent. | Pres. Cent. | Proc. Desc. | Immed. | Here-Now | Spec. |
| F K I | (.99) | | | | | | | | |
| Specific | .80 | (.82) | | | | | | | |
| Ratings | .68 | .63 | (.76) | | | | | | |
| K I | .96 | .81 | .68 | | | | | | |
| Specific | .84 | .77 | .62 | .85 | | | | | |
| Ratings | .57 | .38 | .81 | .63 | .47 | | | | |
| Global | -.79 | -.72 | -.59 | -.82 | -.69 | -.49 | | | |
| Ratings | -.78 | -.83 | -.60 | -.82 | -.72 | -.43 | .76 | | |
| | -.45 | -.50 | -.50 | -.54 | -.43 | -.37 | .64 | .72 | |

As indicated by the validity diagonals, the correlations between measurements of similar traits using different methods are all significantly different from zero demonstrating convergent validity. However, the data does not clearly demonstrate discriminant validity. Campbell and Fiske (1959) have stipulated that "validity values for a variable should be higher than correlations obtained between that variable and any other variable having neither trait nor method in common." This is demonstrated for the measurements obtained for the Referent (.96) and Content (.81) dimensions when compared with ratings obtained using the K I rating system. In addition, discriminant validity is indicated for Referent ratings (-.79) when compared with the ratings obtained using the Global ratings for Immediacy, Here-Now, and Specificity (-.78, -.45, -.72, -.59).

As the Locus dimension was developed in such a way that it included elements inherent to the Kuiken Immediacy rating system dimension of Subject Centeredness; and as the Locus dimension was created such that it both shared common features and interpreted elements of the Present-Centeredness dimension in an opposite manner; it was anticipated that validity of the Locus measurements would not be readily demonstrated through comparison with the measurements obtained for the Subject-Centered and Present-Centered dimensions explicated by Kuiken (1972). Discriminant validity for the measurements on the Locus dimension was instead demonstrated through comparison with the Global Ratings using the Carkhuff rating scales for Immediacy and Specificity and with the Five Point Here-and-Now rating Scale (Appendix L). The correlation coefficient (-.83) for ratings made of similar traits with different methods is seen to be higher than the correlation coefficients (-.78, -.60, -.72, -.50) between ratings made of different traits using different methods. This suggests discriminant validity for measurements of the Locus dimension in situations where the ratings would be anticipated to be different.

Campbell and Fiske (1969) argue that if we were to use this validity matrix in an absolute fashion, a complete independence of traits and a complete independence of methods would be required. This would be represented by zero values in the heterotrait-heteromethod triangle. As can be seen above, these values are actually quite high. Campbell and Fiske (1969) suggest that "in practice, perhaps all that can be hoped for is evidence of relative validity, that is, for common variance specific to a trait, above and beyond shared method variance." (p. 84). The above matrix provides this minimal criterion. The tendency of the heterotrait values for the FKI rating method to approach the reliatilities also suggests the demonstration of only relative discriminant validity.

Further evidence for construct validity of the FKI rating system was obtained by comparing ratings for responses to the two different stimulus items (a negative non-immediate stimulus with an immediate non-binding stimulus situation). These two items for this validation project were selected because it was expected that they would elicit different levels of immediacy in response. The data obtained verified this hypothesis and thereby provided evidence of construct validity.

Table 3-5: Comparison of Ratings for Two Stimulus Items

| Stimulus | | Referent Dimension | Content Dimension | Locus Dimension |
|---|---|---|---|---|
| A | | 5.841 | 5.547 | 3.947 |
| B | | 3.471 | 4.321 | 2.600 |
| | t = | 8.898 | 3.708 | 7.870 |
| | p | <.05* | <.05* | <.05* |

(*indicates significance at the .05 level)

It had been expected that responses to stimulus A on this Stimulus Response Task would elicit less immediate responses than the Stimulus B. The observation of ratings in predicted directions provided support for construct validation of the FKI scoring system.

### 8. *Scoring Procedures*

In this discussion of scoring procedures, the major focus is upon scoring for six dependent variables. The six variables include

- three Immediacy Dimensions
    - Referent
    - Content
    - Locus
- two Carkhuff Core Conditions
    - Empathy
    - Genuineness

and, - a Communication Skills Inventory Rating

Six separate raters were employed to score the above six variables.

#### a, Preparation of data for scoring

$a_1$ Tape Recorded Responses: All tape recorded responses were transcribed and typed in preparation for the scoring process for five of the variables. Transcription and typing was necessary to present the data to raters in a form easily scored by those expected to score immediacy dimensions and to prevent rater bias arising from audio cues other than language form and content. All responses were number coded in a form that would prevent rater bias due to awareness of experimental conditions. All responses for a given stimulus item were then randomized, xeroxed, and ready for rating. The Immediacy rating procedure required that the data be presented in such a fashion that units of analysis were clearly indicated. Therefore, the immediacy data underwent one additional step prior to rating. A person skilled in identification of units of analysis read all responses and indicated units of analysis via slash marks on the typed transcript of responses.

> (Example: "No, I am not irritated with you at all./
> I don't follow your arguments very well./
> You should not worry about the way/ I look
> about the room or fidget/. Be more concerned
> with your problem; and go on./")

Finally, twelve packages of responses, each containing the responses for the respective stimulus item, randomly arranged, number coded, and spaced for scoring were made available to each of five raters along with their respective scoring criterion.

$a_2$ Communication Skills Inventory Data: All inventory responses were scored using the original response sheet. No modification of this data was necessary.

b, Training Procedures for Training Raters

No training was necessary for the person scoring the Communication Skills Inventory. The right, wrong answers were simply determined as per the Communication Skills Inventory Marking key. However, extensive training was necessary for the scoring systems for the five other variables. The training procedures differed for the raters using the Ford-Kuiken Immediacy Scoring system from the training procedures used for raters employing the Carkhuff Core Conditions Scales. These procedures are described below:

$b_1$ F K I Scoring System: Training for raters of each of the three immediacy dimensions required approximately 8 hours of training. Persons selected for rating had had previous exposure to either the Kuiken Immediacy and Non-Immediacy systems or had undergone several stages of communication skills training. All three immediacy system raters were women. All three raters had considerable university training at the undergraduate level. However, none of these raters had previously been explicitly exposed to the F K I Scoring System. Training involved a brief theoretical statement about immediacy, a walk through discussion of the scoring criterion, exposure to example ratings with a discussion, and then single trial ratings with comparison of ratings made by the trainer who was one of the authors of the scoring system. Following this, each rater underwent a self training process using the Scoring practice section of the scoring manual for their dimension. After the rater rated a set of example units of analysis, she would then compare her ratings with the ratings and written discussion presented in the scoring practice section. Several sets of this sequence were included. The rater was instructed to work at this until she could achieve 90% agreement with the expert scores. Once this level of agreement was achieved (rather easily for the Referent and Locus dimensions), the rater then completed the list of Scorable Examples as a final test. If the rater achieved 80% or better agreement, then the rater rated a sample of responses obtained from 17 non-experimental subjects. These responses more closely paralleled the experimental data than the practice items. These ratings were used to obtain a post-training measure of interrater reliability by comparison with ratings made by an independent expert using the FKI system. All correlations were .90 or better and raters were deemed to be ready to rate the experimental responses.

$b_2$ Carkhuff Core conditions: In this case, two highly skilled raters were available to score the variables of empathy and genuineness. One trainer held a Ph.D. in Educational Psychology based on a dissertation explicitly using the Carkhuff Scale for measurement of Empathy. The other trainer was engaged in masters level training in counseling, had extensive communication skills training, had been actively functioning as a communication skills trainer, and had had previous exposure to theory regarding Carkhuff's scoring process. Training involved a brief period of reading and review, discussion of the respective Carkhuff Scales, ratings on the Carkhuff Discrimination Index and comparison with the criterion ratings provided by Carkhuff for the CDI. Both raters readily achieved the designated level of facility (80% or better agreement with the expert criterion). Despite an extensive search, no other training materials were available to this researcher. On this basis, it was necessary to elect to rely on the previous expertise of these raters and their easily achieved agreement with the criterion as sufficient training.

$b_3$ Communication Skills Inventory: Scoring of the Communication Skills Inventory was straight forward with the use of the designated marking key. An independent marker simply marked the original response forms, tabulated a total score, and recorded these on a summary form.

c, Rating Procedures

Each rater was responsible for rating 1344 responses using one rating system. Each stimulus item was presented followed by randomized arrangements of all responses made to that stimulus item. All responses for item one were scored, then the responses to item two, and so on. In this way the responses for one subject were not scored in order. Rather were thus prevented from developing a subject oriented set.

Although a more preferred rating procedure would have had each response rated more than once by raters using the same scale, this would have proven very costly given the relatively large number of subjects and subject responses involved. Using the FKI system, it took each rater approximately 26 hours to score the 1344 items. Using the Carkhuff scales, it took each rater approximately 18 hours to score all of the items. At $4.50 per hour, use of multiple raters for each scale was ruled out by a limited budget and a desire to employ all of the data collected rather than randomly diminish the number of subjects involved.

d, Interrater Reliability

Interrater reliability levels obtained in this study were determined via a criterion rating process on a randomized sample of sixty-five responses. The responses were randomly selected from the sample of 1344 responses such that 5-6 responses to each stimulus item were included in the sample. An independent expert rated these responses using all five scales. Pearson Product Moment Correlations, between the ratings provided by the expert and the five raters, were as follows:

| | |
|---|---|
| Referent | .94 |
| Content | .81 |
| Locus | .89 |
| Empathy | .82 |
| Genuineness | .81 |

These reliabilities compared favorably with previously reported inter-rater reliabilities and were deemed to be sufficient.

9. *Statistical Procedures*

Several pre-experimental tests were necessary to validate experimental conditions.

a, Differences in Sample Groups: To test for differences between the two groups prior to experimental manipulation and to support the general assumption that the two groups were, in fact, samples from the same general population, a simple t-test for differences between means of independent samples was conducted using the data from the Questionnaire for Students Taking OT 303 (Appendix A).

b, Tests of Effects of Instructor Sensitization to Experimental Conditions: In order to identify any differences in perceived motivation of the instructor in the two experimental conditions and differences in perceived gain in knowledge and behavioral skills, the responses of subjects in the two main sample groups to the Assessment Questionnaire for OT 303 (Appendix F) were compared using a simple t-test for differences between means of independent samples.

c, Test for Main Effects of Order of Presentation: The statistical test of significance used to detect differences in response due to differences in the order of presentation of stimulus items was the t-test for independent means. All responses to order A were compared with all responses to order B to test for overall order effects. Subsequently, for each stimulus and for each of the four separate experimental groups, all responses to order A were compared to order B. This series of checks was conducted to thoroughly explore possible order effects.

d, Correlations: Correlations were calculated using the Pearson Product Moment Correlation procedure. To test the significance of the correlations between the three immediacy dimensions and the two Carkhuff Core Conditions, a one tailed correlated t-test was used to determine whether the correlational relationships found differed significantly from zero.

e, Training Effects: To test for training effects, a two way analysis of variance procedure for unequal observations per cell was used. The two way analysis employed a least squares solution technique. The two way comparisons tested for training and pre-post main effects and interaction effects. The procedure had the ability to deal with differences in sample sizes:

| | Pre | Post |
|---|---|---|
| Trained | n = 28 | n = 39 |
| Untrained | n = 22 | n = 23 |

It is important to note that this was not a repeated measures procedure.

These tests for training effects on verbal communication behavior were conducted both on composite scores for each dimension pooled over all stimulus items and on scores for each stimulus item. The two way analysis procedure was also used for the scores on the Communication Skills Inventory in tests for training effects on cognitive understanding. Following the two way analysis procedure, the Duncan New Multiple Range test was used to test for differences between specific means.

f, Stimulus Effects and Interaction Effects between Training, Pre/Post, and Stimulus Conditions: A three way analysis of variance procedure allowing for unequal observations and employing a least squares solution procedure was used to test for training, pre/post, and stimulus main effects and for the interaction effects between training and stimulus. Following the three way analysis procedure, the Duncan New Multiple Range test was used to conduct contrasts between specific means.

## 10. *Limitations*

The study design had several inherent weaknesses which have reduced the power of the conclusions to be derived from the study results.

a, Assignment Procedures: As a major shortcoming, this study design failed to adequately control the assignment of subjects to experimental conditions. Although, as has been previously argued, the assignment of subjects to experimental conditions may be safely assumed to approximate a randomized process, this was not directly under experimenter control. For this reason, as stated by Campbell and Stanley (1970), this study is open to criticism for having failed to rule out the possibility that any differences between experimental groups following the treatment period are attributable to some interaction effect between selection and treatment, or selection and maturation.

Suspicion of this led to an assessment of possible motivational differences between the groups in the two basic experimental conditions. No differences were found in motivation for work, perceived value of the course and expected instructional methods. All conclusions based on the results of this study are counter balanced by the suspicion of selection effects on the one hand and contra-indicating evidence on the other.

b, Invalidity of the Carkhuff Scales: Certainly all conclusions concerning the results derived from the use of the Carkhuff scoring systems are attenuated by the questionable validity of these instruments as previously discussed in Chapter II. Their use here in this study was intended to begin a search for more reliable, more valid instruments assessing helper behaviors. To the extent that conclusions drawn are directed at any identified correlations between the Carkhuff instruments and those introduced in this study, the study has utility. However, any use of the results in this study derived from the Carkhuff scales to argue treatment or stimulus effects must be treated as less than valid extensions of this study.

c, Relative Validity of the F K I Scoring System: The reliability and validity of the Ford-Kuiken Immediacy Scoring system has been cited here, acknowledging that the reliability and validity levels are not as high as desired. Rate-rerate reliability of the Content dimension is considered to be lower than should be. The other two immediacy dimensions do not have this same weakness. Validity assessments for all scales passed the requirements specified by Campbell and Fiske for convergent and discriminant validity but only to the extent that they demonstrated relative validity.

d, Pilot Application of the HRSP: The Helper Response Stimulus Presentation was not pretested in total and no evidence was derived for reliability of this instrument as a data collection device. Judgements by two independent groups of judges provided support that these stimulus items were congruent with the definitions for these items employed in this study. However, a pilot application of this device would have been appropriate. This study then should be treated as a pilot application of the Helper Response Stimulus Presentation and results in part interpreted for their contribution to validation of this instrument. Magnusson (1966) has suggested that this process can be used to contribute to construct validity. If study hypotheses regarding stimulus effects are supported, the HRSP will have been validated indirectly.

e, Use of Secondary Instruments without Validation: All other instruments used in this study were used without previous assessment of reliability or validity and consequently introduced limitations into the study. Where they served the purpose of providing evidence concerning other weaknesses in the study, they retain their usefulness and are of lower importance to the direct interpretation of study results. However, where used as instruments measuring dependent variables, they are open to greater criticism and definite limitations are imposed. The Communication Skills Inventory and Marking Key are the two major instruments serving such a purpose in this study despite limited evidence as to reliability and validity. For this reason, all interpretations regarding cognitive understanding of communication skills can only be treated as suggestive information requiring more extensive assessment.

As no previous research literature had appeared prior to this study, it was decided to proceed with this as an explorative question.

f, Possibility of Reactive Arrangements: In addition to the above limitations, the study is limited by the possibility of reactive arrangements. As was made clearly evident in the Hawthorne studies, all extensions of information derived from this study are limited to situations wherein subjects are aware they are a select group under study. More caution however, is derived from the tendency for subjects to devote some of their energy to attempts to identify cues indicating experimental purposes and objectives. Given that the instructor was the same in both experimental conditions and that he had a high level of awareness of experimental purposes and objectives, the possibility remains that subjects in the different experimental conditions were sensitized differently to the experiment.

g, One Instructor for Both Experimental Conditions: Another basic factor influencing the validity of this study involves the interaction effect between the instructor and the treatment. For pragmatic purposes, it was necessary to use a limited number of experimental groups and only one instructor for both the treatment and control conditions. For this reason, interpretations about the efficacy of the treatment program are hindered by possible interaction effects between treatment and instructor. This study does not demonstrate the effectiveness of the treatment program independent of the instructor variable.

h, Large Number of Tests of Significance: A major limitation inherent in this study is due to the large number of hypotheses under test. Given that there are four major hypotheses involving forty supplementary tests of significance, at a .05 level of acceptance, chance alone can be expected to produce significance in one or several cases. This suggests caution, particularly if only a few tests prove significant.

i, Population of Study: The generalizability of the study results is further attenuated for additional reasons not attributed to weaknesses in experimental rigor. The use of a university student population for subjects in the study limits generalization to this type of population. Further, the use of an under-graduate course in the Business Administration program as the experimental vehicle for providing a ready sample, forced modifications of the treatment program to orient the study to work group situations and had less of a focus on one to one counseling than would be appropriate. As well, the students were engaged in a regular course load and were generally not highly motivated toward the learning of interpersonal skills. Although a special point bonus towards their grades was available if they participated in the study, this had more of a coercive effect than a reward for motivated students.

j, Brief Treatment Program: The scheduling and format of the treatment used in this study limits interpretations to treatment programs administered under similar circumstances. For purposes of experimental rigor, the treatment amounted to ten, one and one-half hour sessions scheduled once a week for ten weeks. This brief training intervention is generally recognized as only an introductory overview which is not likely to have much impact in terms of real behavior change. Extension of results related to treatment effects is limited to understanding the effects of such brief introductory communication skills training programs and cannot validly be treated as useful to any understanding of more extensive training experiences.

k, Counseling Analogue: The use of a counseling analogue, as opposed to live counseling events, allowed for more control over stimulus presentation but limits interpretation to analogue situations. The instructions to the subjects to respond as if the person in the stimulus situation was coming to them for help, itself limits the interpretation of these results to communications intended to be helping responses, but, also brings out the obvious limitation related to the requirement that subjects imagine the person they are responding to. A low level of motivation to participate in the experiment coupled with the low level of personal investment allowed by the non-reality implicit in the language lab situation, is very likely to reduce the quality of responses provided by subjects.

l, Discussion of Immediacy as Three Independent Concepts: A last limitation of note is a limitation of technology. The immediacy scoring system used here is a three dimensional system that has most meaning when the three dimensions are visualized interacting together. The statistical processes available required that these three dimensions be treated as independent variables. Ideally, a unitary value representing a point relative to the line of best fit between these three values would be used. Unfortunately, this researcher did not have the expertise nor the resources to pursue this, in this study. Without this more adequate description of the immediacy of a response, this study is limited by the artificial discussion of the three dimensions separately.

# IV. RESULTS

## A. Overview

This study was specifically addressed to an investigation of the following relationships:

1, an investigation of the relationship between the "core conditions" of empathy and genuineness and three immediacy dimensions of referent, content, and locus;

2. An assessment of the impact of a communication skills training program upon communicator levels of empathy, genuineness and immediacy;

3, an assessment of the impact of a communication skills training program upon cognitive understanding of basic communication skills;

4, an exploration of the effects of differing stimulus conditions upon the immediacy, empathy and genuineness of responses made to these stimuli;

and 5, an exploration of the interaction between training and stimulus effects upon the immediacy, empathy and genuineness of responses made to different stimuli.

In this chapter, the results from testing both the major hypotheses and the secondary questions are presented.

## B. Preliminary Test for Order Effects

The study design had a major weakness. This weakness stemmed from the failure to consistently vary presentation of stimulus items to subjects. This required a preliminary test for effects related to the order of presentation of stimulus items. Two different orders were developed and randomly presented to subjects such that sixty-five (65) subjects received presentation A and forty-seven (47) subjects received presentation B.

As order effects would severely limit the exploration of stimulus effects, a simple analysis of varianace procedure was used to test for differences between the group of subjects receiving presentation A and those receiving presentation B. Two different tests for order effects were conducted. In both cases, a one way analysis of variance procedure for unequal n's was used.

The first comparison was of the summed responses for the group receiving order A with those of the group receiving order B. This confounded stimulus and experimental condition effects within the test. Using a significance level of .05, no significant order effects were observed for Referent, Content and Locus immediacy dimensions, and for the "core condition" of Genuineness. However, a significant difference was observed for Empathy ($T = -2.580$, $p < .05$). A small real difference ($\bar{x}_A = 1.51$, $\bar{x}_B - 1.61$) proved significant with the many degrees of freedom (110) involved. As Empathy was not a major variable of interest in our exploration of stimulus effects, and as the three immediacy dimensions were not effected differently by the two different orders of presentation, it was considered that this test for order effects supports the hypothesis that there were no significant overall order effects in the variables of concern.

In the second case, a comparison was made for each stimulus condition and for each experimental group. A complete summary of means, degrees of freedom, T-values, and two-tailed probabilities is shown in Appendix L. There were 240 t-tests conducted and thirteen (13) significant differences observed, of which seven (7) involved immediacy measures and six (6) involved the core conditions. Of the thirteen, five (5) were in the posttest treatment group and seven (7) were in the posttest control group. A simple chi square test was conducted to test the null hypothesis of equal distribution of significance in the four conditions. This test proved to be insignificant ($\chi^2 = 11.00$, $p > .05$). Again, it was concluded that there were no significant overall order effects in the variables of concern.

Given the large number of tests (240), thirteen significant observations could have occurred by chance at the .05 level of significance. Pooling this information with the overall observation of no significant difference in order effects on the three immediacy dimensions and the one core condition, it has been concluded that failure to completely randomize the order of presentation to all subjects has not severely limited our interpretation of stimulus effects.

## C. Tests for Differences Between Sample Groups

In order to test the subjects in the two different sample groups for differences in expectation and motivation, simple t-tests on the results (Appendix B) collected with the Questionnaire for Students Taking OT 303 (Appendix A) were conducted. None of the differences were significant at the .05 level. No evidence was obtained to suggest the subjects were from different general populations. In addition, a questionnaire (Appendix F) was administered on the last day of classes to test for posttreatment differences between groups, attributable to instructor motivated differences and perceived differences in the quality of the learning experience. None of the results (Appendix G) were significant at the .05 level. This evidence suggests support for the premise that the students were in the different experimental conditions by a process approximating random assignment and that instructor awareness of experimental conditions did not adversely affect the validity of experimental results.

## D. Major Hypotheses Testing

### 1. Hypothesis One - Correlations

$H_1$: *The level of Immediacy of a subject's communication in response to a helpee stimulus situation correlates significantly with the level of functioning in terms of the core condition levels of that communication.*

Given that these two rating systems are numerically inverse to each other, a negative correlation is predicted. The specific hypotheses being tested are listed below:

$H_1a$: *ratings using the immediacy dimension for REFERENT correlate negatively (-) with ratings using the core condition of EMPATHY*

$H_1b$: *ratings using the immediacy dimension for CONTENT correlate negatively (-) with ratings using the core condition of EMPATHY*

$H_1c$: *ratings using the immediacy dimension for LOCUS correlate negatively (-) with ratings using the core condition of EMPATHY*

$H_1d$: *ratings using the immediacy dimension for REFERENT correlate negatively (-) with ratings using the core condition of GENUINENESS*

$H_1e$: *ratings using the immediacy dimension for CONTENT correlate negatively (-) with ratings using the core condition of GENUINENESS*

$H_1f$: *ratings using the immediacy dimension for LOCUS correlate negatively (-) with ratings using the core condition of GENUINENESS*

All correlational analysis involved Pearson Product Moment Correlations.

Correlations for the three immediacy variables with the two core condition variables were first calculated using all subject responses to all twelve stimulus items. This procedure confounded all systematic differences related to experimental conditions within the correlation. Correlations were then assessed by excluding the subjects who had received training to remove the effects of training on the correlations. The ratings of responses made by the subjects in the three experimental groups that had not received training were correlated with each other and the ratings of responses made by subjects who had received training were correlated separately. Since the correlations (Appendix M) for the two separate groups (trained and untrained) were very similar to the overall correlations, only those for the total population are presented here in Table 4-1.

Table 4-1: Correlations for All Observations

| | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Referent | | | | | |
| Content | .475* | | | | |
| Locus | .394* | .141* | | | |
| Empathy | -.220* | -.355* | -.038 | | |
| Genuineness | -.361* | -.404* | -.070* | .397* | |

d.f. = 110 (correlations were computed over 1344 observations but for only 112 subjects)

* indicates significance at the .05 level of significance

Although the correlations for two of the immediacy dimensions (Referent and Content) with the two core conditions are generally significant at the .05 level, they are not high in real values and it could be argued that the correlations do not provide much support for the premise expressed in the introduction to this study, i.e., that raters using the Carkhuff scoring systems for Empathy and Genuineness are relying on immediacy cues to make their rating decisions. However, comparison of the correlations between the immediacy dimensions as reported in Table 4-1 are seen to be much lower than the correlations for the same variables as reported in Table 3-4 showing measurements in the Multi Trait - Multi Method Validation Matrix. This difference led to a questioning of the reasons for the lower correlations in the hope that it would provide important clues for understanding the significant but low correlations between the immediacy dimensions and the core conditions.

The two situations had several differences which are listed below:

| Validation Scoring Situation | Experimental Scoring Situation |
|---|---|
| 1. Rating conducted by the authors of the FKI immediacy scoring system. | 1. Ratings performed by three different trained raters. |
| 2. Scores based on ratings of handwritten stimulus responses. | 2. Scores based on ratings of transcriptions of tape recorded responses (more difficult to break into scoreable units and more difficult to score. |

| | |
|---|---|
| 3. Correlations based on scores for 34 responses to two stimulus items. | 3. Correlations based on scores for 1344 responses to twelve stimulus items. |
| 4. Correlations based on a wide range of scores. | 4. Correlations based on a narrow range of scores for all the dependent variables (this alone would have a depressive effect on the correlations). |

It may be that the correlations in the experimental study between the Immediacy dimensions and between the Immediacy dimensions and the core conditions would have been higher under circumstances similar to those involved in the validation tests. The value of the significant correlations should not be discounted. The significance of the correlations then suggests important support for the premise that immediacy is a useful clue to core condition raters.

### 2. Hypothesis Two - Training Effects

$H_2$: *Subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with higher levels of immediacy (lower scores on the Referent, Content, and Locus dimensions), than untrained subjects.*

$SQ_1$: *Subjects who have participated in an integrated experiential/didactic communication skills training program respond to helpee stimulus situations with higher levels of functioning (higher scores on the Empathy and Genuineness conditions) than untrained subjects.*

This hypothesis was tested in two different ways:

a, the first method involved averaging ratings for all stimulus responses by each subject;

b, the second method involved comparisons between experimental groups for each stimulus situation.

In the first method, the ratings received on each of the twelve responses for each of the dependent variables were summed for each subject and then divided by twelve to obtain a mean score. These mean scores for each subject were then used in a two way analysis of variance procedure to test for training and pre/post effects. The procedure used, allowed for unequal sample sizes and employed a least squares solution. The cell sizes are shown below:

| | | Observation Period | |
|---|---|---|---|
| | | Pre | Post |
| Experimental condition | Untrained | n = 22 | n = 23 |
| | Trained | n = 28 | n = 39 |

None of the tests for training effect (Appendix M) were significant at the .05 level. However, visual evidence (Appendix N, Graph display N-1) suggested the possibility of trends in the predicted directions.

Contrasts for differences between the means at the post-observations period only were conducted using the Duncan New Multiple Range test developed by Duncan (1955) and presented in Kirk (1968)

$$\frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{MS_W}{n}}} = g$$

and testing the ratios against the table presented in Kirk (1968, p. 533). All differences were in the predicted direction of higher functioning in terms of immediacy and the two core conditions. The results of these tests are present in Table 4-2.

Table 4-2: Contrasts for Post Observation Means for Overall Training Effects (* indicates significance of the .05 level, † indicates in the predicted direction)

| | Trained | Untrained | MS | n | g | | |
|---|---|---|---|---|---|---|---|
| Referent | 4.599 | 4.679 | .1313 | 30 | -1.212 | | † |
| Content | 5.305 | 5.404 | .0751 | 30 | -1.98 | | † |
| Locus | 3.244 | 3.403 | .0818 | 30 | -3.06 | * | † |
| Empathy | 1.038 | 1.480 | .0990 | 30 | 2.77 | | † |
| Genuineness | 1.710 | 1.621 | .0486 | 30 | 2.25 | | † |

(n was determined as the average call size in a case of unequal ns)

Only the result for the Locus immediacy dimension was significant at the .05 level.

In the second method of testing the training effects hypotheses, training effects were tested for each stimulus item. The results of the two way analysis of variance for each of the stimulus conditions are presented in Appendix N and summarized below. Because visual evidence (Appendix N, Graph Displays N2-N13) had suggested that the trends were in predicted directions, Duncan New Multiple Range tests were conducted on post-observation means for all stimulus conditions. The results of these tests are also summarized below:

a, Non-Immediate Positive Affect Stimulus - None of the training effects were significant at the .05 level.

b, Non-Immediate Negative Affect Stimulus - Only the training effect for the Empathy Condition was significant ($F = 5.234$, $p < .05$) with the trained group more empathic than the untrained group. Although there was no significant interaction effect, this was a function of pretraining levels as much as a training effect.

c, Immediate Positive Affect Stimulus - None of the training effects were significant at the .05 level.

d, Immediate Negative Affect Stimulus - None of the training effects were significant at the .05 level.

e, Immediate Stimulus - None of the training effects were significant at the .05 level. However, the difference in post observation means for the Locus Dimension ($g = -3.233$) was significant at the .05 level and in the predicted direction (Appendix M, Table M-6).

f, Non-Immediate Stimulus - None of the training effects were significant at the .05 level.

g, Unexplicated Stimulus - Only the training effect for the Locus dimension was significant ($F = 5.430$, $p < .05$) with the trained group more immediate than the untrained group. Although there was no significant interaction effect, this was influenced by the significant difference in means of the pre observation period ($g - 3.813$, $p < .05$). the differences between post observation means for the Locus dimension was also significant ($g = - 2.968$, $p < .05$, Appendix M. Table M-7).

h, Explicated Stimulus - *None* of the training effects were significant *but* the interaction effect between training and pre-post for the Locus dimension was significant ($F = 7.627$, $p < .05$) supporting the hypothesis. Contrasts for post observation means indicated that the mean difference was significant for the Locus ($g = - 3.177$) dimension at the .05 level in predicted directions (Appendix M, Table M-8).

i, Non-Binding Stimulus - *None* of the training effects were significant *but* the interaction effects were significant for the Empathy ($F = 6.236$) and Genuineness ($F = 9.272$) conditions at the .05 level in the predicted direction. Contrasts for the post observation means were significant at the .05 level for the Empathy ($g = 4.077$) and Genuineness ($g = 4.239$) conditions in predicted directions (Appendix M, Table M-9).

j, Single Bind Stimulus - *None* of the training effects proved significant at the .05 level. However, the difference between post observation means for the Referent dimension was significant at the .05 level in predicted directions ($g = 4.705$, Appendix M. Table M-10).

k, Explicit Contradiction Stimulus - *None* of the training effects were significant at the .05 level but there was a significant pre/post effect for the Locus dimensions ($F - 4.244$, $p < .05$). The results also revealed a significant interaction effect for the Genuineness condition ($F - 4.313$, $p < .05$) opposite to prediction. The untrained group improved in performance while the trained group declined.

1, Double Bind Stimulus - None of the training effects were significant at the .05 level, but a significant pre/post effect was evident for the Referent dimension (F - 4.934, $p < .05$). However, this was in a direction opposite to prediction such that both the trained and untrained groups decreased in Referent immediacy following the treatment period.

*Summary of test results for Hypothesis two: Training effects.* In summary, the various tests for training effects produced very little evidence supporting the hypothesis that training would contribute to more immediacy and higher functioning on the core conditions. On the basis of the two way analysis of variance testing for general or overall training and pre/post main effects, no significant results were found. Directional tendencies corresponding to the predicted effects were visible but not significant. In looking at combined means (averaging overall stimulus situations), the post observation period means for the trained group appeared to be better than the means for the untrained group for all variables. However, these differences were significant only for the Locus dimension at the .05 level.

In looking more specifically at the effects on the separate stimulus items, several noteable features were evident:

a, only in two of the stimulus conditions were the training effects in the two way analysis of variance procedure significant for any of the variables,

b, under two stimulus conditions, there were several variables which showed significant interaction effects. In the Explicated Stimulus situation, the locus dimension results demonstrated the interaction effect postulated within the hypothesis. In the Non Binding stimulus situation both of the core conditions demonstrated an interaction effect congruent with the hypothesis. Unfortunately, there were only three significant interaction effects congruent with the hypothesis in the total of sixty tests carried out, suggesting that these results may be due to chance,

c, as visual evidence once again suggested trends in the predicted direction, Duncan New Multiple Range tests were conducted in post observation means for all stimulus conditions. The results are available in Appendix M-6 to M-10. On the basis of these less conservative and stringent comparisons between post observation period means, a small number of significant differences between the trained group and untrained group were evident. Only in six situations were these differences significant. Three of these were for the Locus dimension and one each for the Referent dimension, Empathy and Genuineness. A summary chart of these tests is presented in Cahrt 4-1.

Chart 4-1: Summary of Post Observation Period Means Comparisons Demonstrating Training Effects (* indicates significance at .05 level, ↑ indicates in the predicted direction)

| Stimulus Item | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Non-Immediate Positive Affect | | ↑ | | ↑ | ↑ |
| Non-Immediate Negative Affect | ↑ | ↑ | ↑ | ↑ | ↑ |
| Immediate Positive Affect | ↑ | | ↑ | ↑ | ↑ |
| Immediate Negative Affect | ↑ | | | ↑ | ↑ |
| Immediacy | ↑ | ↑ | * ↑ | ↑ | ↑ |
| Non-Immediate | ↑ | | ↑ | | |

---------------------------------------------------------------------

Chart 4-1, continued.

| Stimulus Item | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Unexplicated | | | * † | † | † |
| Explicated | † | † | * † | † | † |
| Non Binding | | † | | * † | * † |
| Single Bind | * † | † | † | † | † |
| Explicit Contradiction | † | † | † | † | |
| Double Bind | † | † | † | † | † |

d, the general tendency was in the direction of prediction for all variables. This tendency was more evident for the core condition variables than for the immediacy variables.

In conclusion, the results generally failed to support the hypothesis that trained subjects would perform better in terms of more immediacy and higher functioning on the core conditions.

### 3. Training Effects on Cognitive Understanding of the Basic Communication Skills

*SQ$_2$: Subjects who have participated in an integrated experiential/didactic communication skills training program will demonstrate greater COGNITIVE UNDERSTANDING of the communication skills than untrained subjects.*

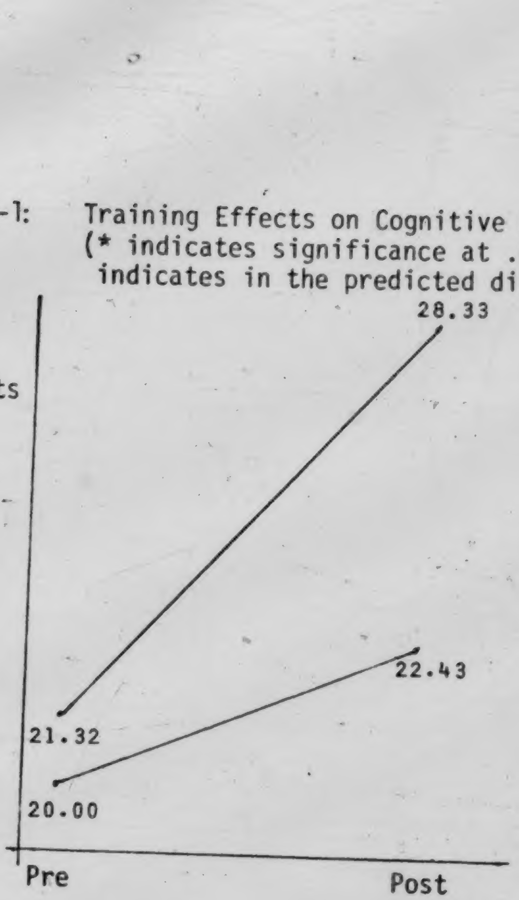
Levels of COGNITIVE UNDERSTANDING were assessed using responses to the Communication Skills Inventory developed by Rasmussen and shown in Appendix D. The total scores on this instrument were used in a two way analysis of variance procedure to test for training and pre/post effects. The cell sizes are shown below:

|  |  | Observation Period |  |
|---|---|---|---|
|  |  | Pre | Post |
| Experimental condition | Untrained | n = 22 | n = 23 |
|  | Trained | n = 28 | n = 39 |

Cell means, F ratios, and probabilities are shown in Graph Display 4-1. The values of F are based on the assumption of a fixed model.

All effects were significant at the .05 level and in the predicted direction. Subjects who had participated in the training program achieved significantly more cognitive understanding than subjects who had not participated in such a program. Although this evidence is attentuated by the limitations imposed by the use of a non-validated research instrument, it certainly suggests that the brief training program was sufficient to have impact on cognitive understanding. The maximum possible score on this instrument was 47 and the mean score for the trained group was 28.33 suggesting that the training was too brief to achieve a high level of impact on all subjects.

Graph Display 4-1: Training Effects on Cognitive Understanding (* indicates significance at .05 level, † indicates in the predicted direction)



Training Effects

F = 11.174
P <.05 * †
df = 1/108

Interaction Effects

F = 4.49
P <.05 * †
df = 1/108

Pre/Post Effect

F = 19.129
P <.05 * †
df = 1/108

4. Hypothesis Three: Stimulus Effects

$H_3$: *Differences in stimulus situations presented to subject communicators in a helping role, lead to differences in the level of immediacy of subject responses (as reflected in scores for the three immediacy dimensions, Referent, Content and Locus) in predicted directions.*

The Helping Response Stimulus Presentation contains various sets of items matched for content area but varied according to key stimulus factors. This variation allowed for tests for different stimulus effects on the immediacy dimensions. A secondary question, following from this hypothesis, focussed on the core conditions. It seemd appropriate to predict that stimulus items would also lead to differences on the core condition variables of Empathy and Genuineness. The specific tests for hypothesis three included six paired comparisons of stimulus conditions and two comparisons of groups of four stimulus items. All tests were carried out via a three way analysis of variance procedure. This program uses a least squares solution for unequal observation in the cells. Only the results for the stimulus effects are cited here for clarity of presentation and discussion. The additional results from the three way analysis are presented in Appendix M and will be discussed in the section on interaction effects between training and stimulus items.

a, Comparison of non-immediate stimulus effects with immediate stimulus effects

*$H_3a$: Subjects respond to NON-IMMEDIATE helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimensions) than they respond to IMMEDIATE helpee stimulus situations.*

*$SQ_3a$: Subjects respond to NON-IMMEDIATE helpee stimulus situations at lower levels on the core conditions (lower scores on empathy and genuineness) than they respond to IMMEDIATE helpee stimulus situations.*

Two stimulus items, of matched content area but varied according to the immediacy of presentation, were used to elicit responses for the test for differences due to immediacy of stimulus. The results for this test are present in Table 4-3.

Table 4-3: Immediate *versus* Non-Immediate Stimulus
(* indicates significance at the .05 level, † indicates in the direction of prediction)

| Variable | Immediate Mean | Non-Immediate Mean | MS | df | F | P |
|---|---|---|---|---|---|---|
| Referent | 4.649 | 4.856 | 2.535 | 1 | 4.708 | .031 * † |
| Content | 5.804 | 6.144 | 5.543 | 1 | 11.784 | .000 * † |
| Locus | 3.513 | 3.424 | .502 | 1 | 2.142 | .145 |
| Empathy | 1.348 | 1.402 | .273 | 1 | 1.037 | .309 |
| Genuineness | 1.500 | 1.567 | .173 | 1 | .789 | .375 |

The significant F ratios for Referent (4.708, $p < .05$) and Content (11.784, $p < .05$) indicate that the two stimulus conditions exerted a differential effect in the predicated direction.

b, Comparison of Non-Immediate Negative Affect Stimulus Effects with Non-Immediate Positive Affect Stimulus Effects

> *$H_3b$: Subjects respond to NON-IMMEDIATE NEGATIVE AFFECT helpee stimulus situations with less immediacy (higher scores on the Referent, Content and Locus dimensions) than they respond to NON-IMMEDIATE POSITIVE AFFECT helpee stimulus situations.*

> *$SQ_3b$: Subjects respond to NON-IMMEDIATE NEGATIVE AFFECT helpee stimulus situations at lower levels on the core conditions (lower scores on Empathy and Genuineness) than they respond to NON-IMMEDIATE POSITIVE AFFECT helpee stimulus situations.*

Two non-immediate matched content stimulus items varied according to focus on negative *versus* positive affect were used to elicit responses for the test for differences due to affect in non-immediate stimulus situations. The results for this test are present in Table 4-4.

Table 4-4: Non-Immediate Negative Affect *versus* Non-Immediate Positive Affect Stimulus

| | NI-Positive Affect Mean | NI-Negative Affect Mean | MS | df | F | P | | |
|---|---|---|---|---|---|---|---|---|
| Referent | 5.135 | 5.453 | 9.884 | 1 | 17.445 | .000 | * | † |
| Content | 5.071 | 5.784 | 25.334 | 1 | 34.095 | .000 | * | † |
| Locus | 3.974 | 3.705 | 3.792 | 1 | 15.230 | .000 | * | |
| Empathy | 1.670 | 1.504 | 1.758 | 1 | 3.929 | .049 | * | † |
| Genuineness | 1.857 | 1.295 | 16.599 | 1 | 54.417 | .000 | * | † |

All F ratios were significant at the .05 level. The differences for all variables but the Locus dimension were in the predicted direction. Negative Affect in non-immediate situations precipitates less immediate responses (in terms of the Referent and Content dimensions) and lower levels of functioning on the core conditions than does positive affect in non-immediate situations.

c, Comparison of Immediate Negative Affect Stimulus Effects with Immediate Positive Affect Stimulus Effects

*$H_3c$: Subjects respond to IMMEDIATE-NEGATIVE AFFECT helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimensions) than they respond to IMMEDIATE-POSITIVE AFFECT helpee stimulus situations.*

*$SQ_3c$: Subjects respond to IMMEDIATE-NEGATIVE AFFECT helpee stimulus situations at lower levels of functioning on the core conditions than they respond to IMMEDIATE-POSITIVE AFFECT helpee stimulus situations.*

Two, immediate matched content stimulus items, varied according to focus on negative *versus* positive affect, were used to elicit responses for the test for differences due to affect in immediate stimulus situations. The results for this test are given in Table 4-5.

Table 4-5: Immediate Negative Affect *versus* Immediate Positive Affect Stimulus

| Variable | Immediate Positive Affect Mean | Immediate Negative Affect Mean | MS | df | F | P |
|---|---|---|---|---|---|---|
| Referent | 3.993 | 4.058 | .459 | 1 | .527 | .469 † |
| Content | 4.388 | 5.204 | 35.188 | 1 | 38.533 | .000 * † |
| Locus | 3.004 | 2.715 | 5.186 | 1 | 14.438 | .000 * |
| Empathy | 2.103 | 1.424 | 25.717 | 1 | 47.962 | .000 * † |
| Genuineness | 1.969 | 1.728 | 3.902 | 1 | 9.000 | .003 * † |

The F ratios for the Content dimension and the two core conditions were significant and in the predicted direction. The difference for the Referent dimension was too small to be significant but was in the predicted direction. Once again, the Locus dimension difference was significant but in a direction opposite to what was predicted. Affect and immediacy variations appear to affect the Locus aspect of immediacy in a different manner than it affects the Referent and Content aspects of immediacy.

d, Exploration of the Relationships between Immediacy and Affect

> *SQ d: It was predicted that the following order of influence upon the immediacy of a response would be observed:*
> *immediate positive affect;*
> *immediate negative affect;*
> *non-immediate positive affect;*
> *non-immediate negative affect,*
> *such that the most immediate response would be to the immediate positive affect stimulus. The same order of influence was predicted for the core conditions such that the highest level of functioning would be in response to the immediate positive affect stimulus.*

Responses to four different stimulus items were compared to answer this secondary question. The four items were not completely matched for content prohibiting explicit hypothesis testing. The items were matched in pairs and comparisons between responses to the paired items have been discussed previously. The results for this test are presented in Table 4-6.

Table 4-6: Relationship between Immediacy and Affect

| Variable | Means<br>I-Pos | I-Neg | NI-Pos | NI-Neg | MS | df | F | P |
|---|---|---|---|---|---|---|---|---|
| Referent | 3.993 | 4.058 | 5.135 | 5.543 | 66.835 | 3 | 92.991 | .000 * † |
| Content | 4.388 | 5.204 | 5.071 | 5.784 | 35.645 | 3 | 43.064 | .000 * |
| Locus | 3.004 | 2.715 | 3.974 | 3.705 | 36.824 | 3 | 121.173 | .000 * |
| Empathy | 2.103 | 1.424 | 1.670 | 1.504 | 10.494 | 3 | 21.339 | .000 * |
| Genuineness | 1.969 | 1.728 | 1.857 | 1.295 | 9.596 | 3 | 25.987 | .000 * |

All tests for stimulus effects were significant at the .05 level but only the Referent dimension completely displayed the predicted order. Scheffe Post-Hoc contrasts were conducted between the means for each variable. These test results are presented in Table 4-7, page 146. The results for the Referent dimension were as predicted. The effects for immediacy of presentation were of greater magnitude than effects for affect as indicated by the lower means for the immediate stimulus presentations. Wtih the Content dimension, the Immediate Positive affect stimulus elicited a more immediate response as predicted and the Non-Immediate Negative affect stimulus elicited the least immediate response as predicted. However, the Non-Immediate Positive Affect stimulus appeared to elicit a more immediate response (5.071) than did the Immediate Negative Affect stimulus (5.204). This difference was not significant at the .05 level. Curiously, the Locus dimension results were quite different from what was predicted. The most immediate response was made to the Immediate Negative Affect stimulus (2.715) followed by the Immediate Positive Affect stimulus (3.004), which was significant at the .05 level. The same switch in affect influence was obtained in the Non-Immediate Negative Affect stimulus (3.705) and the Non-Immediate Positive Affect

Table 4-7. Contrasts of Immediacy and Affect Means

| | Means | | | | | | |
|---|---|---|---|---|---|---|---|
| Variable | I-Pos | I-Neg | NI-Pos | NI-Neg | F | df | P |
| Referent | 3.993 | 4.058 | | | .213 | 3/432 | .887 † |
| | 3.993 | | 5.135 | | 33.652 | 3/432 | .000 * † |
| | 3.993 | | | 5.543 | 63.076 | 3/432 | .000 * † |
| | | 4.058 | 5.135 | | 28.505 | 3/432 | .000 * † |
| | | 4.058 | | 5.543 | 55.951 | 3/432 | .000 * † |
| | | | 5.135 | 5.543 | 4.584 | 3/432 | .004 * † |
| Content | 4.388 | 5.204 | | | 14.174 | 3/432 | .000 * † |
| | 4.388 | | 5.071 | | 11.170 | 3/432 | .000 * † |
| | 4.388 | | | 5.784 | 42.722 | 3/432 | .000 * † |
| | | 5.204 | 5.071 | | .179 | 3/432 | .911 |
| | | 5.204 | | 5.784 | 7.681 | 3/432 | .000 * † |
| | | | 5.071 | 5.784 | 10.202 | 3/432 | .000 * † |
| Locus | 3.004 | 2.715 | | | 5.686 | 3/432 | .000 * |
| | 3.004 | | 3.974 | | 53.118 | 3/432 | .000 * † |
| | 3.004 | | | 3.705 | 27.551 | 3/432 | .000 * † |
| | | 2.715 | 3.974 | | 93.563 | 3/432 | .000 * † |
| | | 2.715 | | 3.705 | 58.269 | 3/432 | .000 * † |
| | | | 3.974 | 3.705 | 4.159 | 3/432 | .006 * |
| Empathy | 2.103 | 1.424 | | | 17.432 | 3/432 | .000 * † |
| | 2.103 | | 1.670 | | 7.329 | 3/432 | .000 * † |
| | 2.103 | | | 1.504 | 14.431 | 3/432 | .000 * † |
| | | 1.424 | 1.670 | | 2.154 | 3/432 | .093 |
| | | 1.424 | | 1.504 | .142 | 3/432 | .935 |
| | | | 1.670 | 1.504 | 1.192 | 3/432 | .313 † |
| Genuineness | 1.969 | 1.728 | | | 3.522 | 3/432 | .015 * † |
| | 1.969 | | 1.857 | | .878 | 3/432 | .453 † |
| | 1.969 | | | 1.295 | 23.115 | 3/432 | .000 * † |
| | | 1.728 | 1.857 | | .883 | 3/432 | .450 |
| | | 1.728 | | 1.295 | 8.592 | 3/432 | .000 * † |
| | | | 1.857 | 1.295 | 14.984 | 3/432 | .000 * † |

(* indicates significance at the .05 level, † indicates in the predicted direction) stimulus (3.974) situations. As predicted for the Locus dimension, immediacy of presentation elicited greater immediacy of response but contrary to prediction for the Locus dimension, the negative affect stimulus elicited more immediacy than the positive affect stimulus.

The results for the core conditions again supported the prediction when the differences between means were assessed and found significant at the .05 level. However, for both conditions, the predicted tendencies were not found in several comparisons. Although these comparisons were not significant, it appears to be possible that for the core conditions, affect effects are of greater magnitude than immediacy effects in influencing the quality of response in terms of Empathy and Genuineness.

e, Nonexplicated Ambiguity *versus* Explicated Ambiguity

*$H_3d$: Subjects respond to UNEXPLICATED helpee stimulus situations with less immediacy (higher scores on the Referent, Content, and Locus dimensions) than they respond to EXPLICATED stimulus situations.*

*$SQ_3e$: Subjects respond to UNEXPLICATED helpee stimulus situations at lower levels of functioning on the core conditions (lower scores in Empathy and Genuineness) than they respond to EXPLICATED stimulus situations.*

Two stimulus items, matched for ambiguity with one stimulus containing a brief, declarative personalized statement providing an explanation of the internal state of the stimulus person, were used to elicit responses for the test for effects related to explicated and unexplicated stimulus situations. The results for this test are presented in Table 4-8.

Table 4-8: Unexplicated *versus* Explicated Ambiguity

| Variable | Means<br>Unexplicated | Explicated | MS | df | F | P | |
|---|---|---|---|---|---|---|---|
| Referent | 4.955 | 5.218 | 4.418 | 1 | 6.262 | .013 | * |
| Content | 5.609 | 5.733 | 1.360 | 1 | 2.642 | .106 | |
| Locus | 3.047 | 3.346 | 4.356 | 1 | 10.302 | .001 | * |
| Empathy | 1.442 | 1.196 | 2.922 | 1 | 11.388 | .000 | * |
| Genuineness | 1.616 | 1.433 | 1.722 | 1 | 6.434 | .012 | * |

(* indicates significance at the .05 level)

Only the results for the Content dimension proved to be non-significant at the .05 level but in all cases, the results were in a direction opposite to the direction of prediction. The unexplicated ambiguous situation elicited more immediacy and higher level functioning than did the explicated ambiguous situation.

f, Single Bind *versus* Non-Binding Stimulus Situations

*$H_3e$: Subjects respond to SINGLE BIND helpee stimulus situations with less immediacy (higher scores on the Referent, Content and Locus dimensions) than they respond to NON-BINDING helpee stimulus situations.*

*$SQ_3f$: Subjects respond to SINGLE BIND helpee stimulus situations with lower levels of functioning on the core conditions (lower scores on the Empathy and Genuineness conditions) than they respond to NON-BINDING helpee stimulus situations.*

Two stimulus items, matched for content but varied so that one of the items included a single message, directed at the respondent, implying that the respondent's immediate experience should not be what it is, were used to elicit responses for the test of effects related to single bind phenomenon. The results for this test are presented in Table 4-9.

Table 4-9: Single Bind *versus* Non-Binding Stimulus Situations

| Variable | Means Single Bind | Means Non-Binding | MS | df | F | P |
|---|---|---|---|---|---|---|
| Referent | 3.901 | 3.698 | 2.468 | 1 | 2.572 | .110 ↑ |
| Content | 5.173 | 4.813 | 7.220 | 1 | 10.510 | .001 * ↑ |
| Locus | 3.147 | 2.919 | 3.436 | 1 | 7.578 | .006 * ↑ |
| Empathy | 1.701 | 1.469 | 3.418 | 1 | 7.579 | .006 * |
| Genuineness | 1.679 | 2.045 | 6.817 | 1 | 20.322 | .000 * ↑ |

(* indicates significance at .05 level, ↑ indicates in predicted direction)

The results for the Referent dimension, although not significant at the .05 level, were in the predicted direction. The results for the Content and Locus dimension were significant and in the predicted direction. Apparently, subjects responded with less immediacy to the Single Bind stimulus situation than they did to the Non-Binding stimulus. In looking at the core conditions, the results were not as consistent. Subjects responded with less Genuineness but more Empathy to the Single Bind situations. The differences for the core conditions were significant at the .05 level.

### g. Double Bind *versus* Explicit Contradiction Stimulus Situations

*$H_3f$: Subjects respond to DOUBLE BIND helpee stimulus situations with less immediacy (higher scores on the Referent, Content and Locus dimensions) than they respond to EXPLICIT CONTRADICTION helpee stimulus situations.*

*$SQ_{3g}$: Subjects respond to DOUBLE BIND helpee stimulus situations with lower levels of functioning (lower scores on the Empathy and Genuineness conditions) than they respond to EXPLICIT CONTRADICTION helpee stimulus situations.*

Two stimulus items, matched for general content area but varied so that one met the criteria of a Double Bind and one met the criteria of an Explicit Contradiction, were presented to subjects such that they were the focus of the Double Bind and the Explicit Contradiction. The responses of subjects were compared to test for effects related to the Double Bind phenomenon. The results for this test are summarized in Table 4-10.

Table 4-10: Double Bind *versus* Explicit Contradiction

| | Means | | | | | | |
|---|---|---|---|---|---|---|---|
| Variable | Double Bind | Explicit Contradiction | MS | df | F | P | |
| Referent | 4.703 | 4.550 | .279 | 1 | .320 | .572 | † |
| Content | 5.230 | 5.068 | .893 | 1 | 1.641 | .202 | † |
| Locus | 3.783 | 3.684 | .495 | 1 | 1.010 | .316 | † |
| Empathy | 1.955 | 1.424 | 15.952 | 1 | 35.151 | .000 | * |
| Genuineness | 1.772 | 1.893 | 1.047 | 1 | 3.434 | .065 | † |

(* indicates significance at the .05 level, † indicates in the predicted direction)

The results for the three immediacy dimensions and for Genuineness were in the predicted direction but were not significant at the .05 level. On the other hand, the results for the Empathy condition were significant but in the direction opposite to prediction. That is, subjects apparently demonstrated higher levels of Empathy when the focus of a Double Bind stimulus than they did when the focus of an Explicit Contradiction.

h, Exploration of Binding Phenomenon

> *$SQ_3h$: It was predicted that, the degree to which a stimulus placed the respondent in a bind, would influence the level of immediacy and level of functioning on the core conditions reflected in the respondents reply to that stimulus. Specifically, it was predicted*

> *that the following order of influence would be observed:*
>
> *non-binding stimulus;*
> *single-bind*
> *explicit contradiction;*
> *double bind,*
>
> *such that the non-binding stimulus would elicit greater immediacy (lower scores on the Referent, Content and Locus dimensions) and higher levels of functioning on the core conditions (higher scores on the Empathy and Genuineness conditions).*

Responses to four different stimulus items were compared to answer this secondary question. The four items were not completely matched to content prohibiting explicit hypothesis testing. The items were matched in pairs and comparisons between responses to the paired items have been discussed previously. The results for this test are shown in Table 4-11.

Table 4-11: Exploration of Binding Phenomenon

| | Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Variable | Non-Bind | Single Bind | Exp. Cont. | Double Bind | MS | df | F | P |
| Referent† | 3.698 | 3.901 | 4.550 | 4.703 | 26.700 | 3 | 29.172 | .000 * ↑ |
| Content | 4.813 | 5.173 | 5.068 | 5.230 | 3.571 | 3 | 5.708 | .001 * |
| Locus | 2.919 | 3.147 | 3.684 | 3.783 | 19.512 | 3 | 41.394 | .000 * ↑ |
| Empathy | 1.469 | 1.701 | 1.424 | 1.955 | 6.839 | 3 | 15.118 | .000 * |
| Genuineness†† | 2.045 | 1.679 | 1.893 | 1.772 | 2.622 | 3 | 8.190 | .000 * |

(* indicates significance at the .05 level, ↑ indicates all means in the direction predicted, † indicates that a significant pre/post by stimulus interaction was found for this variable, †† indicates that a significant pre/post by training by stimulus interaction was found for this variable)

All tests for the stimulus effects were significant at the .05 level. Only the results for the Referent and Locus dimensions were completely as predicted. Scheffe Post-Hoc contrasts for differences between means were conducted and the results are presented in Table 4-12.

Only the results for the Referent and Locus dimensions were clearly in the predicted direction and were generally significant. For the Content dimension, the predicted tendency was visible but generally not significant. Apparently, as the degree of binding imposed on the respondent by a stimulus increased, immediacy of response decreased.

Surprisingly, subjects were able to respond with more Empathy to the Double Bind situation followed by the Single Bind stimulus situation. Apparently subjects found the most difficulty in responding empathically to a stimulus in which the speaker expressed two explicitly contradictory expectations of self and the respondent. However, there was no significant difference in the level of Empathy for the Non-Binding and Explicit Contradiction stimulus items. It appears that for Empathy, binding phenomena operate quite differently. The Genuineness condition results demonstrate a tendency close to prediction and opposite to the results for Empathy. The highest mean value occurred in response to the Non-Binding stimulus as predicted. However, the next highest mean value for Genuineness occurred in response to the Explicit Contradiction stimulus. The least Genuineness response was given to the Single Bind stimulus situation. This order of influence does display some difference from the predicted order of influence. Unfortunately, the fact that not all differences were significant makes it difficult to make a clear generalization about the relationships between binding phenomena and the core conditions.

*Summary of test results for Hypothesis Three - Stimulus Effects:* In summary, the various tests for stimulus effects provided considerable evidence significant at the .05 level supporting the general hypothesis

Table 4-12: Contrasts for Exploration of Binding Phenomenon

| | Means | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Variable | Non-Bind | Single Bind | Exp. Cont. | Double Bind | F | df | P | | |
| Referent | 3.698 | 3.901 | | | .899 | 3/432 | .441 | | † |
| | 3.698 | | 4.550 | | 16.549 | 3/432 | .000 | * | † |
| | 3.698 | | | 4.703 | 19.241 | 3/432 | .000 | * | † |
| | | 3.901 | 4.550 | | 9.732 | 3/432 | .000 | * | † |
| | | 3.901 | | 4.703 | 11.821 | 3/432 | .000 | * | † |
| | | | 4.550 | 4.703 | 5.101 | 3/432 | .959 | | † |
| Content | 4.813 | 5.173 | | | 3.914 | 3/432 | .009 | * | † |
| | 4.813 | | 5.068 | | 2.104 | 3/432 | .099 | | † |
| | 4.813 | | | 5.230 | 4.606 | 3/432 | .003 | * | † |
| | | 5.173 | 5.068 | | .279 | 3/432 | .841 | | |
| | | 5.173 | | 5.230 | .028 | 3/432 | .993 | | † |
| | | | 5.068 | 5.230 | .484 | 3/432 | .093 | | † |
| Locus | 2.919 | 3.147 | | | 2.431 | 3/432 | .065 | | † |
| | 2.919 | | 3.684 | | 23.793 | 3/432 | .000 | * | † |
| | 2.919 | | | 3.783 | 29.912 | 3/432 | .000 | * | † |
| | | 3.147 | 3.684 | | 11.014 | 3/432 | .000 | * | † |
| | | 3.147 | | 3.783 | 15.289 | 3/432 | .000 | * | † |
| | | | 3.684 | 3.783 | .350 | 3/432 | .789 | | † |
| Empathy | 1.469 | 1.701 | | | 2.518 | 3/432 | .058 | | |
| | 1.469 | | 1.424 | | .073 | 3/432 | .974 | | † |
| | 1.469 | | | 1.955 | 9.972 | 3/432 | .000 | * | |
| | | 1.701 | 1.424 | | 3.450 | 3/432 | .017 | * | † |
| | | 1.701 | | 1.955 | 2.468 | 3/432 | .062 | | |
| | | | 1.424 | 1.955 | 11.754 | 3/432 | .000 | * | |
| Genuineness | 2.045 | 1.679 | | | 7.097 | 3/432 | .000 | * | † |
| | 2.045 | | 1.893 | | .715 | 3/432 | .543 | | † |
| | 2.045 | | | 1.772 | 3.571 | 3/432 | .014 | * | † |
| | | 1.679 | 1.893 | | 3.306 | 3/432 | .020 | * | |
| | | 1.679 | | 1.772 | .600 | 3/432 | .616 | | |
| | | | 1.893 | 1.772 | 1.090 | 3/432 | .353 | | † |

(* indicates significance at the .05 level, † indicates in the predicted direction) that differences in stimulus situations presented to persons in the helping role lead to differences in the level of immediacy of the responses made by the helper. Similar evidence was obtained to demonstrate stimulus effects on the level of functioning in terms of the core conditions of Empathy and Genuineness. Most of the stimulus effects observed in this study were in predicted directions:

a, subjects responded to a non-immediate stimulus with lower immediacy (on the Referent and Content dimensions) than they did to an immediate stimulus;

b, subjects responded to a non-immediate negative affect stimulus with lower immediacy (on the Referent and Content dimensions) and less empathy and genuineness than they did to a non-immediate positive affect stimulus;

c, subjects responded to an immediate negative affect stimulus with lower immediacy (on the Referent and Content dimensions) and less empathy and genuineness than they did to an immediate positive affect stimulus;

d, for the Referent and Content immediacy dimensions, immediacy effects are of greater magnitude than stimulus affect effects in influencing the level of immediacy of a response, such that, the immediate positive affect stimulus received a response with higher levels of immediacy than did the other immediacy affect variations;

e, subjects responded to a single bind stimulus situation with lower immediacy on all three dimensions and less empathy and genuineness than they did to a non-binding stimulus situation;

f, subjects responded to the double bind stimulus situation with less immediacy and genuineness than they did to the explicit contradiction stimulus but the differences were not significant at the .05 level;

g, as the degree of binding imposed on a respondent by a stimulus increased, immediacy of response decreased.

Several interesting contradictions of the hypothesized directional tendencies under different stimulus conditions were observed:

a, for the Locus immediacy dimension, the immediate stimulus presentation elicited more immediacy than did the non-immediate stimuli as predicted, but; contrary to prediction, the negative affect stimuli elicited more immediacy than the positive affect stimuli;

b, for the Empathy and Genuineness conditions, evidence was not significant but suggested that affect effects may be of greater magnitude than immediacy effects;

c, subjects responded to the explicated ambiguous stimulus with less immediacy on all three dimensions and less empathy and genuineness than they did to the unexplicated ambiguous stimulus;

d, subjects responded to the double bind stimulus with more empathy than they did to the explicit contradiction;

e, generally, the relationships between the core conditions and binding phenomenon were not as clear as predicted and differed between Empathy and Genuineness.

In closing discussion of the results of tests for stimulus effects, it is important to note that, although most differences were found to be significant at the .05 level, the differences were small in terms of real values and observable behavior.

5. Hypothesis Four: Interaction Effects

$H_4$: *Comparison of responses to stimulus items made by subjects who participated in an integrated experiential/didactic communication skills training program with the responses made by a control group of subjects, will demonstrate significant training by stimulus interaction effects for the three immediacy dimensions.*

$SQ_4$: *Comparison of responses to stimulus items made by subjects who participated in an integrated experiential/didactic communication skills training program with the responses made by a control group of subjects, will demonstrate significant training by stimulus interaction effects for the core conditions; and comparison of responses to stimulus items varied (a) for immediacy and affect, and (b) for binding effects, will demonstrate significant training by stimulus effects for the three immediacy dimensions and the two core conditions.*

In order to determine if the training program would affect the ability of subjects to respond to different stimulus items within matched pairs, responses to the various matched pair stimulus items were compared using a three way analysis of variance procedure. This three way test employed a least squares solution method allowing for unequal cells.

It was expected that the training program, if effective, would alter the normal patterns of influence attributable to stimulus differences. For example, Wiener and Mehrabian (1968) had collected evidence to suggest that negative affect would elicit less immediacy than would positive affect. Effective training would hope-fully train subjects to be able to be immediate under both conditions. The tests were then carried out to identify an interaction effect between training and stimulus conditions to ascertain if training was able to alter the normal patterns of stimulus influence. The specific tests included six paired comparisons and two comparisons of groups of four related stimulus items. The results are presented in Appendix M, M-18 to M-25.

a, Non-Immediacy, Immediacy and Training: None of the stimulus x training interaction effects were significant at the .05 level.

b, Non-Immediate Negative Affect, Non-Immediate Positive Affect, and Training: None of the Stimulus x Training interaction effects were significant at the .05 level.

c, Immediate Negative Affect, Immediate Positive Affect, and Training: None of the Stimulus x Training interaction effects were significant at the .05 level.

d, Immediacy, Affect and Training: None of the Stimulus x Training interaction effects were significant at the .05 level. The pre/post x training interaction for the Locus dimension was significant ($F = 4.627$, $p < .05$).

e, Non-Explicated Ambiguity, Explicated Ambiguity and Training: None of the Stimulus x Training effects were significant at the .05 level. Once again the pre/post x training interaction for the Locus dimension was significant ($F = 4.911$, $p < .05$). The three way interaction for pre/post, training and stimulus was significant for the Content dimension ($F - 5.177$, $p < .05$). The levels of Content immediacy for the two different stimulus items under the Trained condition are closer together at the post observation period than they were for the Untrained condition, as predicted. However, this result is in part due to lower immediacy for the Unexplicated stimulus condition in the Trained group (see Graph Display N-15, Appendix N).

f, Nonbinding, Binding and Training: None of the Stimulus x Training interaction effects were significant at the .05 level. For both the core conditions, the pre/post x training interaction was significant (Empathy F=6.808, $p < .05$); Genuineness, F = 6.768, $p < .05$).

g, Explicit Contradiction, Double Bind and Training: None of the Stimulus x Training interaction effects were significant at the .05 level. However, for the Referent Dimension, the pre/post x stimulus interaction was significant at the .05 level but opposite to prediction (see Graph Display N-16, Appendix N). That is, the differences between the levels of Referent Immediacy for the two different stimulus items actually increased in the Trained condition and decreased in the Untrained condition.

h, Binding Phenomena and Training: None of the Stimulus x Training interaction effects were significant at the .05 level. However, for the Referent dimension the pre/post x stimulus interaction was significant (F = 4.425, $p < .05$) (see Graph Display N-17, Appendix N). It would appear that the significance of the pre/post interaction with the four stimulus conditions is a function of the same interaction for the Double Bind and Explicit Contradiction conditions cited previously. There was also a significant three way interaction of pre/post, stimulus, and training effects for the Genuineness condition (F = 4.910, p <.05).

*Summary of Test Results for Hypotheses Four - Interation Effects.* In summary, none of the various tests for interactions between stimulus effects and training effects were significant at the .05 level. In two cases, a pre/post by stimulus interaction effect proved significant for the Referent dimension in the investigation of binding stimulus conditions but these interactions were not in the direction predicted. In two cases (one for the Content dimension and one for the Genuineness condition) a three way interaction proved significant at the .05 level. Given the large number (140) of tests for significance under this hypothesis and the corresponding secondary questions, and the fact that seven tests could be expected to be significant by chance alone, it must be concluded that the training program did not have sufficient impact to affect the ability of subjects to respond at high levels of immediacy (and the core conditions) regardless of the tendency of various stimulus conditions to influence the level of immediacy (and the core conditions) toward non-immediacy.

# V. DISCUSSION AND IMPLICATIONS

## A. Purpose and Results

This study was conducted to extensively explore relationships between Immediacy, the "Core Conditions", and Communication skills training.

### 1. Correlations

In pursuit of an answer to the question as to what the Carkhuff scales for the Core Conditions were actually measuring, this study was designed to obtain data which would allow a check for correlations between three immediacy dimensions and two of the core conditions, Empathy and Genuineness. Evidence had previously been obtained (Carkhuff, 1969a) which suggested that factors identified as discriminating cues between high and low level responses included:

a, the degree of reference to affect and immediate experience;
b, the degree of here-and-now orientation;
c, the degree of directionality and control implied;
and d, the degree of reference to the interaction between the client and therapist.

These factors directly paralleled the theoretical components of Immediacy. It was expected that a high and significant correlation between the immediacy dimensions and the core conditions would be found. For two of the immediacy dimensions, Referent and Content, correlations with Empathy (-.220 and -.355) and with Genuineness (-.361 and -.404) were significant at the .05 level but were not high in real values.

For the Locus dimension, correlations with Empathy (-.038) and with Genuineness (-.070) were not significant. Genuineness correlations with the two immediacy dimensions were generally higher than the correlations of Empathy with the Immediacy dimensions. Content correlations with the core conditions were generally higher than the correlations of the Referent and Locus dimensions with the core conditions. In looking at the data collected from all untrained subjects separate from the data collected from the trained subjects, correlations for untrained subjects between the core conditions and the immediacy dimensions were generally higher than the correlations for trained subjects.

The significant correlations for the Referent and Content dimensions suggests that, to some extent, core condition raters attend to self reference and degree of affect, ideation and control when rating therapist responses. The higher correlations for genuineness suggest that a response would be rated as genuine if it was self referent and a clear description of the speaker's internal (affective) experience. The different and lower correlations for empathy suggest that something else is influencing the ratings. In the tests for stimulus effects, the results for empathy and genuineness were often in opposite directions. That is,certain stimulus items precipitated decreases in genuineness ratings and increases in empathy ratings. It appeared that when a stimulus item was confusing or included contradictory messages, genuineness decreased and empathy increased. The confusing situations apparently caused the speaker to respond in such a way as to distance him/herself and initiate efforts at clarification. This clarification presumably involved less self reference, less affective content and less here and now orientation but was rated higher in empathy by the raters.

No support for the premise that the raters were relying on cues related to here-and-now orientation was obtained. The low correlations for the Locus dimension and the core conditions were puzzling. It is evident (from visually comparing ratings for responses) that subjects were often rated low on empathy and genuineness when rated high on the Locus dimension. This is because the content of the response communicated a high degree of control and directionality which Carkhuff defines as generally a low level response.

This speaks to the limitation within this study of discussing immediacy as three independent dimensions. It is theoretically possible to define a response which is a "you" message indicating a "should or should not" message of control as a non-immediate response even if expressed as a here-and-now message. Consequently, a high score on Locus could fail to correlate significantly with a low score on the core conditions. This research was handicapped by the inability to discuss the immediacy scores as a single, composite score for the three dimensions. This study also failed to test for any order of influence of cues for Carkhuff system raters. That is, it may well be that Content cues have predominance, Referent cues next and Locus cues last. As well, given the low degree of variance accounted for, other cues, as yet unidentified, may precede the immediacy cues in order of influence on raters.

In conclusion, despite significance, the correlations were all low in real values and did not provide conclusive evidence to support the premise that Carkhuff raters may be relying primarily on language form and content (immediacy cues) to make their rating decisions. Only a small part of the variance is accounted for in these low correlations. All scores for the immediacy dimensions and the core conditions were confined to a narrow range of levels of functioning. This alone would have a depressive effect on the correlations. Better evidence in tests of this premise might be obtained in situations where the population of tests varies from highly skilled to low functioning subjects. Paradoxically, the correlations for the trained group were slightly lower. However, as will be discussed below, the training was not sufficient to move trained subjects to a very high level of functioning and the range of responses was still not very large.

### 2. Training Effects

Very little evidence had previously been collected concerning the effectiveness of communication skills training programs without adequate research control for sensitization of subjects to research instruments. It was intended in this study to test for training effects of a brief integrated experiential/didactic communication skills training program upon both of the following:

- communication behaviors (specifically, use of the verbal channel of immediacy and functioning on the core conditions);

and,- levels of cognitive understanding of basic communication skills;

while adequately preventing subject sensitization to outcome measuring instruments. The training program under investigation relied upon brief didactic inputs, experiential learning activities for "unfreezing old behaviors" and practicing new skills, modeling, and behavioral feedback.

a, *Communication behaviors:* In summary, the various tests for training effects produced very little evidence supporting the hypothesis that training would affect communication behaviors. When the conservative test procedures of a two-way analysis of variance procedure, testing for pre/post, training and interaction effects were conducted, none of the results proved significant at the .05 level. Directional tendencies corresponding to the predicted effects, were visible but not significant. Subsequent less conservative tests of comparisons between post observation means were conducted and only the results for the Locus dimension were significant at the .05 level in predicted directions. In looking more specifically at the effects of the training experience on the ability of subjects to respond to each of the different stimulus items, most of the differences between means (47 out of 60) for the trained and untrained groups at the post observation period were in the predicted direction but not significant. It can only be stated that this evidence points a finger in the direction of training effects on verbal behavior from a brief integrated experiential/didactic communication skills training program.

The training experience in this study was a brief program involving approximately 14 hours of training time spread over a ten week interval and integrated with another training experience. The second training program involved a related focus on interpersonal dynamics but with a focus on group rather than one to one helping relationships. This limited amount of exposure to training is generally considered to be only an introductory experience, with potential impact on attitudes and cognitive understanding but little expected impact on actual behavior. The evidence mentioned above, suggested slight training effects may have been achieved. In looking at the actual numerical differences between the scores of the trained and untrained groups, these differences were small. In looking at the verbal responses of these two groups with a general focus on differences, very little difference can be seen. Certainly the training did not significantly affect communication behaviors toward high levels of immediacy and high functioning on the core conditions.

b, *Cognitive Understanding:* In tests for training effects upon cognitive understanding of the basic communication skills, all effects were significant at the .05 level in predicted directions. Subjects who had participated in the training program demonstrated significantly higher levels of cognitive understanding than all subjects who had not. Although the inherent weakness of this evidence (deriving from the use of a non-validated research instrument) raises important questions, the results certainly suggest that the brief training program was sufficient to have impact on cognitive understanding. However, the mean score for the trained group of 28.33 was still well below the maximum possible score of 47. This indicates that the training was still insufficient to achieve a high level of impact on all subjects. The fact that all untrained subjects, pre and post, achieved the same relative level of performance (which was quite different [lower] than the trained group, as predicted) also provides a validity check on the instrument used to assess cognitive understanding.

c, *Conclusion:* It would appear, overall, that the brief training program was sufficient to cause some increase in cognitive understanding of basic communication skills, but of less effect on actual communication behavior. Although the evidence suggested some training effects on behavior, the results were much less dramatic than the results of tests for training effects on cognitive understanding. This suggests that a brief program of this nature cannot be expected to cause large changes in communication behavior; and that, apparant gain in cognitive understanding should not be presumed to indicate a gain in ability to use a new communication skill.

### 3. Stimulus Effects

One major aspect of this study involved an exploration of stimulus effects upon immediacy (and as a secondary issue, upon the core conditions). Previous literature had pointed toward several major effects:

- a reciprocity effect whereby a non-immediate stimulus elicited a non-immediate response;
- a tendency toward non-immediacy in response to negative affect;

and - a non-immediate response tendency in reaction to a stimulus perceived as binding.

However, in most of these previous experiments, there was no attempt to simulate a conversational interaction. A conversational simulation was used in the studies of Roth (1973), Roth and Kuiken (1975), Kuiken (1977) and Kuiken and Hill (1977), but this approach did not employ an analogue of the counseling or helping relationship. Very little evidence has been collected which is easily translatable to the one to one, face to face, verbal communication process characteristic of a helping relationship. In an effort to link this research to counseling theory, further tests of these effects were conducted in this study using a counseling analogue. Specifically, the issues of focus in this study of stimulus effects included the following:

a, comparison of non-immediate and immediate stimulus items;

b, comparison of non-immediate negative affect and non-immediate positive affect stimulus items;

c, comparison of immediate negative affect and immediate positive affect stimulus items;

d, exploration of the interaction of immediacy and affect;

e, comparison of unexplicated and explicated ambiguous stimulus items;

f, comparison of non-binding and single bind stimulus items;

g, comparison of explicit contradiction and double bind stimulus items;

and h, exploration of binding phenomenon.

The results of the tests for these effects are discussed separately below.

a, *Comparison of Non-immediate and Immediate stimulus items:* The results of this test were only significant at the .05 level for the Referent and Content dimensions. These results supported the reciprocity hypothesis in that responses to the immediate stimulus item were more immediate than the responses to the non-immediate stimulus item. Caution is warranted, however, in generalizing from these results because the differences between means for these items, although significant, were not large in numerical values of the scoring system.

It can be concluded that for two of the dimensions of immediacy, the results supported the hypothesis that non-immediacy begets non-immediacy. In this case, the context of the non-immediate stimulus specifically elicited a tendency toward very little reference to self and a control content. That is, respondents generally replied to the non-immediate stimulus with eithera "you" message with a negative evaluation content or a "you" message involving control or directional content.

b, *Comparison of Non-immediate Negative affect and Non-immediate Positive affect stimulus items:* The results of this test were significant for all variables at the .05 level. The differences for the Referent and Content immediacy dimensions were in the predicted direction. For the Locus dimension, the more immediate response was precipitated by the negative affect stimulus. It would appear that, in response to non-immediately expressed negative affect, subjects made less references to themselves and their internal processes, and made more reference to here-and-now circumstances, perhaps conveying negative evaluation or control messages to the hypothetical communicator.

For both the core conditions, the results were significant and in predicted directions. That is, subjects were more Empathic and more Genuine in response to the non-immediate positive affect stimulus than they were to the non-immediate negative affect stimulus. Apparently, subjects found it easier to respond at higher levels of functioning in response to positive affect.

c, *Comparison of Immediate Negative affect and Immediate Positive affect stimulus items:* The results for the Referent and Content dimensions were in the predicted direction but only the Content dimension results were significant. Once again, the results for the

Locus dimension were in a direction opposite to prediction and were significant. As found in the non-immediate and affect comparisons, subjects tend to respond to positive affect with more reference to self, and with a content tending toward description of internal experiences. On the other hand, they respond to negative affect with less reference to self and in a content tending toward ideation and control. Apparently, however, subjects respond to positive affect with less here-and-now orientation than they do to negative affect.

Again, subjects responded to the Positive affect stimulus with more Empathy and Genuineness than they did to the Negative affect stimulus items. The differences in the predicted direction were significant at the .05 level.

d, *Exploration of the Interaction of Immediacy and Affect:* Because the nature of the stimulus presentations was such that the four immediacy and affect stimulus items were not completely matched for content, the results of these tests must be treated as exploratory evidence requiring more extensively validated follow-up testing. From the previous comparisons, the results supported both the reciprocity effect hypothesis and the hypothesis that negative affect would elicit lower levels of immediacy than positive affect. Previously, there had been no research conducted to identify the interaction between Immediacy effects and Affect stimulus effects. In this study, it had been predicted that the reciprocity effect would take precedence over the stimulus effects of Affect. This was completely supported for the Referent dimension and generally supported for the Content dimension. For the Locus dimension, immediacy did take precedence over affect, as predicted; but, there was the previously mentioned shift in affect stimulus effects in both the immediate and non-immediate situations. It appears that immediacy of a response is influenced more by the immediacy of a stimulus than by the affect of a stimulus.

e, *Comparison of Unexplicated and Explicated ambiguous stimulus items:* It had been predicted that the Unexplicated stimulus would elicit less immediacy and lower functioning on the core conditions than a briefly explicated ambiguous stimulus. However, the highly significant (at the .05 level) results were all in the opposite direction. Numerical differences were small but statistically significant. Apparently, the brief explanatory statement in the Explicated stimulus (whereby the addressee admits to being shy) precipitated more "helpful" responses of a controlling, other oriented, there-and-then context than did the Unexplicated stimulus. Perhaps, the results of this comparison were confounded by other effects. It may be that the admission of shyness introduced negative affect stimulus effects. It may also be that such immediate disclosures of shyness are culturally unacceptable and precipitate responses focussed on changing the addressee's immediate experience thereby resulting in non-immediate scores and lower levels of functioning on the core conditions.

f, *Comparison of Non-binding and Single bind stimulus items:* The results for the immediacy dimensions were in predicted directions and were significant (at the .05 level) for all but the Referent dimension. As observed, subjects responded with less immediacy to the single bind situation than they did to the non-binding stimulus. Subjects responded to the non-binding stimulus with more self referent descriptions of internal process in the here-and-now, than they did to the single bind situation. Apparently, when subjects were presented with a stimulus which challenged the appropriateness of their own internal experience and implied they shouldn't feel as they do, these subjects made less reference to themselves, their internal experience, and the here-and-now. They withheld this information.

In looking at the results for the core conditions, the results were not as consistent with the prediction. Subjects responded with less Genuineness but more Empathy to the single bind situation. The differences for the core conditions were significant at the .05 level.

g, *Comparisons of Explicit Contradiction and Double Bind Stimulus items:* The results for the three immediacy dimensions were in the predicted direction but were not significant at the .05 level. The nature of a double bind is such that two contradictory messages of expectation are communicated to the addressee. One of these messages is expressed directly and the other is only implied. It would appear, from the results of this study, that this double message process involving one hidden or indirect message of expectation leads to no greater non-immediacy than an explicit contradiction. This differs from the results observed by Kuiken and Hill (1970) and deserves further testing.

In contrast, the results for the Empathy condition were significant but in the direction opposite to prediction. That is, subjects demonstrated higher levels of Empathy when the recipient of a double bind message than they did when faced with an explicit contradiction.

h, *Exploration of Binding phenomenon:* As predicted, the results for the immediacy dimensions generally indicated that as the amount of binding messages within a stimulus increased, the immediacy of response decreased. The results were clearly in the predicted directions and generally significant for the Referent and Locus dimensions. For the Content dimensions, the differences were in predicted directions, for the most part, but were not all significant. As binding increased, the subjects made considerably less reference to themselves and their relationship to the addressee. As binding increased, the subjects made considerably less reference to the here-and-now. As binding increased, the subjects demonstrated a tendency to shift to binding or controlling content themselves.

The results for the core conditions are less clear and suggest a different order of influence. Surprisingly, subjects were more empathic in response to the double bind stimulus than they were to the others. They were least empathic in response to the explicit contradiction. They were least able to communicate understanding when the recipient of two contradictory expectations that had been stated directly. The most Genuine responses were made to the non-binding stimulus. This corresponds to the prediction. However, the least Genuine responses were made to the single bind stimulus. Although for the two core conditions the results varied from prediction, not all the differences were significant at the .05 level. The evidence suggests that different relationships operate for the core conditions. However, the fact that half of the differences were not significant makes it difficult to form clear generalizations about the relationships between binding phenomenon and the core conditions.

i, *Conclusions from Stimulus Effects results:* In summary, the results of tests involving the three immediacy dimensions provide evidence to suggest strong stimulus effect differences. In conversational interactions typical of helping relationships, the following relational effects appear to exist:

- a reciprocity effect between immediacy of a stimulus message and immediacy of a response;
- an affect effect such that negative affect leads to greater use of non-immediacy in the Referent and Content dimensions than does positive affect;
- an affect effect such that negative affect leads to greater use of Locus immediacy involving more reference to the here-and-now than does positive affect;

- an interaction between immediacy and affect such that the reciprocity effect takes predominance over effects due to affect in influencing the immediacy of a response;
- an ambiguity effect such that an unexplicated ambiguous stimulus precipitates more immediate responses than does an explicated ambiguous stimulus involving a brief self disclosure of shyness;

and, - a binding effect such that the greater the degree of binding messages within a stimulus, the less immediate is the response.

The results of tests involving the two core conditions of Empathy and Genuineness were more equivocal and less significant. The following relationships appear to exist:

- an affect effect such that more empathic and genuine responses are made to positive affect stimulus messages;
- a possible interaction affect between immediacy and affect such that affect takes predominance over immediacy in influencing the level of functioning of a response;

and, - an ambiguity effect such that an unexplicated ambiguous stimulus precipitates more empathy and genuineness than does an explicated ambiguous stimulus involving a brief disclosure of shyness.

The results for the core conditions failed to provide support for the reciprocity effect hypothesis. It may be that reciprocity effects are less significant. However, previous research suggests that reciprocity effects are significant in low functioning therapist situations and much less so in high functioning therapist situations (Carkhuff and Alexik, 1967; Alexik and Carkhuff, 1967). No interaction between training and stimulus effects were found in this study as discussed below. None of the subjects achieved high levels of functioning so all the results were based on responses made by low functioning helpers. This failure to support previous research data is of value as a challenge to such previous research on the core conditions.

The results of investigations of binding effects on the core conditions failed to clearly support or refute the hypothesis of binding effects. The evidence collected here suggests that some other relationship may exist between levels of functioning on the core conditions and the degree of binding messages contained within a stimulus. For example, the most empathic responses were made to the double bind situation. The least empathic responses were made to the non-binding situation and the explicit contradiction stimulus. No clear pattern of effects arises. Certainly, further exploration of this issue is warranted, if adequate instrumentation for the core conditions is developed.

### 4. Training and Stimulus Interaction Effects

Carkhuff and Alexik (1967) and Alexik and Carkhuff (1967) had reported studies finding that low level functioning therapists were influenced by variations in client disclosures to the point of decreased empathy and genuineness and an inability to return to previously higher levels of functioning. They found that high functioning therapists were not so affected, maintaining high levels in response to clients regardless of client variations.

In this study, an effort was made to find out if a similar phenomenon could be observed for immediacy behavior and core condition functioning. Specifically, a training intervention was used presuming that, if successful, an improvement in immediacy and core condition behavior would be demonstrated. It was hypothesized that if the training was successful, an interaction between training and stimulus would be discovered. This interaction was expected to reflect an alteration in the normal pattern of stimulus effects such that trained subjects would not be influenced toward non-immediacy (and less empathy and genuineness) by those stimulus items which normally precipitate decreased performance. Untrained subjects were expected to continue to become less immediate and demonstrate lower core condition functioning in response to such stimulus effects. It was predicted that trained subjects would maintain higher levels of the communication behavior being investigated, regardless of stimulus variations, while untrained subjects would demonstrate decreases in these behaviors when exposed to stimulus effects found to precipitate non-immediacy and less empathy and genuineness.

The results of tests for the interaction effects were generally insignificant at the .05 level in all the tests involving comparisons of matched stimulus items. None of the training by stimulus interaction effects were significant. In two cases involving exploration of binding effects, pre/post by stimulus effects were significant at the .05 level; and, in two cases under the binding effects tests, three way interactions between training, pre/post, and stimulus effects were found to be significant at the .05 level. However, a large number of tests were conducted (140) and only four interaction tests involving stimulus effects proved significant. More than this number could have been expected by chance alone.

It must be concluded from this evidence that the training program did not lead to the predicted training by stimulus interaction.

Looking at the ratings given to the responses by trained subjects, it is obvious that none of the subjects demonstrated a high level of immediacy and a high level of core condition functioning on any of the stimulus items. Carkhuff (1969a) has argued that training could be considered successful if the mean level of performance was 2.5 on the core condition ratings. For the Immediacy dimensions, a mean rating of 2.0 or less on the Referent and Locus dimensions, and a mean rating of 3.5 or less on the Content dimension would be considered to demonstrate that the subjects had achieved high levels of immediacy. None of the means for either combined scores or the means for the specific stimulus items reached these levels. The training did not lead to high level functioning on either the Immediacy dimensions or the two core conditions.

Given that the test for the interaction effects did not involve comparison of trained subjects who had reached high levels of functioning with untrained low functioning subjects, it must be stated that this study failed to provide either support for or refutation of the observations of Alexik and Carkhuff (1969). The results do demonstrate that the brief integrated experiential/didactic communication skills training program was not sufficient to produce a training by stimulus interaction. Trained subjects were still susceptible to the stimulus effects identified in the preceeding section.

## B. Implications and Applications

The results of this study point to several implications for further inquiry and to several possible applications.

### 1. Correlations

The correlations were significant but small. This means that immediacy accounts for some of the variation in core condition ratings but certainly not all. It has been argued that this may have been a function of the consistently low scores and the overall narrow range in levels of response ratings. This-suggests the need for another test of correlations with greater insurance that a wider range of response ratings would be included in the study.

It also suggests the importance of moving into new areas of exploration of cues used by raters in rating the core conditions. If we recognize that the large body of research into the core conditions, which was weakened by the highly critizable instrumentation, did produce interesting results whereby raters were able to discriminate between high functioning and low functioning therapists; then we must also recognize that there is some value in pursuing this further. There is still no clear answer to the question as to what raters were using to rate therapist responses. The answer to this question may help to specify communication behaviors which fall into the category of "skills", used by therapists who are consistently successful, and, not used by unsuccessful therapists.

Evidence collected here suggests that skillful responses include, in part, self reference and content describing immediate internal (affective) experience. In contrast, non-skillful responses include greater incidence of reference to other and a content characterized by control, direction, or negative evaluation. Here-and-now versus there-and-then variations did not apparently serve as discriminating cues. Often a response would be here-and-now and include a controlling content referring to the other. This, by the full definition of immediacy, is a non-immediate response. It may be that a response must be here-and-now to be truly effective but that a here-and-now response is not necessarily an effective response.

The results for the correlational and stimulus effects demonstrated notable differences between empathy and genuineness. Genuineness ratings correlated with the immediacy ratings at levels higher than the correlations for empathy with the immediacy ratings. In addition, empathy was observed to increase while both genuineness and immediacy decreased as stimulus messages varied with increased ambiguity, explicit contradiction, and binding implications. In comparing stimulus items of different degrees of binding content, respondents replied with greater efforts at clarification and consequently higher empathy scores, but with much less self reference and very little description of internal process. This increase in empathy scores while both immediacy and genuineness are seen to decline suggests that something else not measured by the immediacy system is likely to be influencing the core condition raters. Presumably, this something else is related to the increased effort to understand the stimulus message when the stimulus includes contradictory messages or ambiguity.

It is admitted that other avenues of exploration may be more productive than the process used in this study. The original design used by Whitehorn and Betz (1954) might well be used again with better systems for assessing counselor behavior. Replication of a factor analytic approach similar to the efforts reported by Carkhuff (1969a) might provide further evidence. Peer rating procedures, as used by Hundleby (1973), followed by behavioral analysis of tape recorded segments, might provide further evidence.

These alternatives are certainly only a few of the many possible ways to pursue this question. The correlational approach used here provided some interesting and significant evidence. Replication of the correlational approach would add to this. Other means will contribute new information. Putting this information together, we might obtain new ideas as to what to call "skillful" counselor behavior and what to teach to counselors in training.

### 2. Training

This study incorporated a brief integrated experiential/ didactic communication skills training program employing didactic inputs, experiential activities for both "unfreezing old behavior patterns" and practicing new skill behaviors, modeling, and feedback procedures with tape recordings and interpersonal feedback. The program amounted to 14 hours of training time spread over ten weeks, integrated with another training program focussed on interpersonal functioning in work group situations. The effects of this training program led to

- a high and significant gain in cognitive understanding of communication skills;

and - no significant changes in the use of immediacy in verbal communication or in behavior assessed by the Empathy and Genuineness scales.

The brief program much more significantly effected cognitive learning than it did learning of new behavior. One or two hours a week over a period of ten or twelve weeks (a typical college or university semester) should not be assumed to be adequate to move subjects toward greater use of immediacy and high levels of functioning on the core conditions. Unfortunately, from an exploration of many counselor training programs described in the literature, this seems to be the pattern in many counselor training programs.

This study provided another contrast. The control group of subjects were often directed to observe and discuss their communication behaviors as they worked together on interdependent tasks. However, these subjects were not provided, through didactic inputs, with any organized systems for assessing their behavior. They were also not required to observe and discuss their own behavior. The results indicated that the simple direction to observe and discuss communication behavior was not sufficient to effect change in cognitive understanding or behavior. This result supports the study by Stewart (1975) in which it was clearly demonstrated that focussed observation of behavior and greater structure in discussion was necessary to produce behavior change in interpersonal work group settings. This certainly points an accusing finger at counselor training programs which fail to provide trainees with organized systems for observing and discussing their behavior and its consequences.

This study failed to test training effects using a large number of treatment groups each with a different instructor. This study failed to control for instructor effects. The results might have varied considerably if a different instructor had conducted the same training program. Further research is required employing more treatment groups. A design similar to the one used by Gokiert (1974) is recommended.

### 3. Stimulus Effects

Small but significant differences, generally as predicted, were observed in the effects of stimulus items upon the immediacy of responses communicated by subjects in a helping role. Generalization of results is limited, however, by the use of a counseling analogue rather than a real counseling relationship. The results require further testing but do hold several implications for counseling theory and point to several applications.

a, *Reciprocity Effects:* Previous research on the core conditions had indicated reciprocity stimulus effects resulting from variations in client behaviors. However, this research had employed poor instrumentation and was highly suspect. This study, using different instruments with demonstrated validity, also provided evidence of significant reciprocity effects. An immediate stimulus precipitated a more immediate helping response than did a non-immediate stimulus. This suggests that helper or counselor functioning is affected by the level of functioning of the client in ways that could reduce counseling effectiveness.

This points specifically to the need to develop training procedures which will reduce reciprocity stimulus effects on trained counselors. The testing of counselor performance should also employ tests for such reciprocal response patterns. Counselor trainees often fail to get exposure to a wide variety of client situations, and consequently, do not acquire skills for dealing with many difficult situations. Training programs accounting for this reciprocity effect would attempt to simulate a wide variety of situations involving low functioning clients with input, skills practice, and retrial opportunities to facilitate the development of skills which would reduce this reciprocity effect. In terms of immediacy, skills training should help counseling trainees to use their own and the client's immediate experience in their verbal communication despite the variations in client levels of immediacy.

b, *Affect stimulus effects:* The results in this study demonstrated that helping responses to helpees discussing negative affect issues were less immediate in terms of reference to self, ownership of one's own immediate experience, and reference to internal experience than they were to clients discussing positive affect issues. Apparently, in response to negative affect issues, helpers distanced themselves from the helpee and her negative affect by using less immediate channels of verbal communication. This was accentuated by a greater reference in the here-and-now to what the helpee should do to stop having her negative affect experience. The "helping" orientation was one of "making the helpee stop" her immediate experience. Albeit, the subjects in this study were not subjects in training as counselors and were functioning at low levels, the tremendous commonality of responses to the stimulus items suggests strong cultural patterns that may also appear in counseling trainees. The results of this study have strong implications for counseling theory that need to be retested on a population specifically in training for the counselor role.

If counselors in training demonstrate a similar tendency to use less immediate verbal communication in response to negative affect issues, then this points to a need for counselor trainers to develop learning experiences which counteract this stimulus effect. Most clients in helping relationships are dealing with negative affect issues and turn to a counselor in hope that they can establish a growthful relationship with a counselor demonstrating "empathy, genuineness, and positive regard" (Rogers, 1951). If the counselor moves towards non-immediacy, thereby communicating distance, non-acceptance, and control of immediate experience, then the relationship may be less than helpful.

The knowledge of affect stimulus effects has implications for instructional design. Apparently, better quality responses (if immediacy is equated with quality) are given to positive affect as opposed to negative affect. An instructional heirarchy could be established recognizing this effect. Subjects could first be trained to deal with positive affect issues with greater immediacy. After developing the skill of immediacy in responding to positive affect, subjects could then move to attempts to use this skill in responding to less positive or more negative affect issues. Each step could be incremental with built-in systems of behavior observation, input, and practice.

c, *Relationship Between Reciprocity and Affect:* In tests exploring the relationship between affect and reciprocity stimulus effects, evidence was obtained demonstrating the predominance of reciprocity effects over effects due to variations in affect in influencing the immediacy of response. That is, despite the tendency of negative affect stimulus situations to precipitate decreases in immediacy of response, the responses to negative affect situations expressed via immediacy were much more immediate than responses to negative affect situations expressed via non-immediacy. The same results were observed in the positive affect situations. This relationship has applications for the training of counselors and speaks to the importance of the "skill" of immediacy.

Recognition of this relationship should lead counselor trainers to design skill training programs so that trainees first learn to deal with positive affect expressed via immediacy and subsequently with the more difficult stimulus situations involving negative affect and non-immediacy. Counselors in training could be made aware of these stimulus effects so that they would be more equipped to prevent themselves from being drawn into non-immediacy.

In addition, if the same stimulus effects operate on clients in the counseling process, then we have some evidence speaking to the importance of immediacy skills. If the client begins speaking about his own negative affective experience via non-immediacy and the counselor is not trained to deal with the reciprocity and affect stimulus effects, then the response is likely to be non-immediate. If so, the client can be expected to persist in talking about his negative affect with non-immediacy, thereby continuing to disassociate himself from his own immediate experience. On the other hand, if the counselor is trained to respond to negative affect and non-immediacy with immediacy, then the counselor's immediate response to the negative affect, by the reciprocity effect, can be expected to move the client toward immediacy in response to the counselor. If the client shifts to immediacy, then he is communicating in such a way that he owns, acknowledges and avows his own immediate experience. This has long been considered an essential ingredient in client improvement (Rogers, 1951).

d, *Ambiguity Effecta:* The results of the tests comparing an unexplicated ambiguous stimulus with a briefly explicated stimulus were surprising. Although the differences were small, subjects responded with less immediacy when the ambiguous stimulus was followed by a brief self disclosure by the helpee indicating that the helpee felt too shy to talk to the helper. This result suggested that something other than the ambiguity effects were being tested. It may be that the admission of shyness made this a negative affect stimulus. The results here suggest that further tests for ambiguity effects should be carried out. They also suggest that various stimulus issues could be compared to identify issue effects that may influence immediacy. The admission of shyness precipitated a large number of "helping" responses advising or telling the addressee how to stop feeling shy. Overt statements of criticism were typical. Shyness, as one issue, does not appear to be acceptable and responses demonstrated this via non-immediacy, less empathy, and less genuineness. Other issues may have this same impact in our culture. Further exploration is warranted.

e, *Binding Phenomenon:* The results generally supported the hypothesis that, as the degree of binding messages directed at a helper increase, the level of immediacy of the helper's response decreases. This implies that the more a helper receives messages of expectation, which suggest that his experience should not be what it is, the more likely he is to respond via non-immediacy demonstrating disownership, separation, and possibly even disavowal of his own immediate experience.

This suggests the need for paying particular attention to skills appropriate for responding to binding messages in the training of counselors. The heirarchy of stimulus items used in this study was supported by research results. This suggests that instructional design should provide incremental training of skills for situations of increasing difficulty. That is, training should initially teach skills for dealing with non-binding stimulus situations, followed in respective order by single bind, explicit contradiction, and double bind stimulus situations. Given that immediacy decreased with the increased stimulus difficulty, such training would presumably teach subjects how to communicate via immediacy in response to all binding stimulus situations.

The observations in this study might also be considered in a reverse orientation to the helping relationship. Some counseling theories advocate use of the double bind in certain situations (Frankel, 19 ; Haley, 1976). It may be that subjects respond to such circumstances with lower levels of immediacy demonstrating separation, disownership, and possibly disavowal of their own immediate experience. This might be an area for further research.

In addition, double bind theory suggests that the most destructive aspect of the double bind stems from the implied contradictory message in a relationship context where it is not acceptable to comment on the implied message. The evidence here suggested that the explicit statement of two contradictory messages also resulted in considerable difficulty for the respondents. This is another area worthy of further exploration to enhance our understanding of binding phenomenon and its impact on relationships, and, over the long run, personality development and growth.

The results for the effects of binding situations on core condition behaviors differed considerably from prediction. The higher Empathy scores in response to double bind phenomenon were confusing. It seems that the nature of the double bind stimulus precipitated greater efforts to check for understanding than were precipitated by the less binding stimulus items. It may be that the implied message left the respondent with some uncertainty as to their understanding of the situation; whereas, they presumed they understood the messages in the non-binding situation. For the Genuineness condition, no clear pattern of binding effects surfaced. As mentioned previously, this suggests that something other than immediacy is involved in Empathy scoring and Genuineness is more clearly influenced by immediacy.

### 4. Interaction between Training and Stimulus Effects

The failure in this study to demonstrate significant interaction effects suggests two major possiblities:

- communication training is not sufficient to alter stimulus effects such that high levels of immediacy can be maintained regardless of stimulus differences;

or - this training experience was not sufficient to alter stimulus effects.

Further research is warranted to test these two possibilities. The results of tests for training effects on individual stimulus items were generally not significant but in the predicted direction. This suggests that more extensive training might alter stimulus effects and points a finger at the second possibility. The training program in this study was brief in hours and spread over a long period. It is possible that a more intensive experience, such as a one week workshop exclusively focussed on communication skills training for one-to-one, face-to-face, verbal communication in helping relationship, would significantly produce training by stimulus interaction effects.

## C. Conclusions

The original purposes of this study have been met. The exploration of correlational relationships between immediacy and the core conditions demonstrated significant but small correlations. The tests for training effects generally proved to be significant with large gains in cognitive understanding and small changes in behavior in the direction of greater immediacy (and more of the behaviors measured using the Empathy and Genuineness scales). The exploration of stimulus effects generally supported the hypotheses with significant but small differences. Some surprising results were obtained which surfaced new questions regarding stimulus effects. The evidence collected, regarding training by stimulus interactions proved to be insignificant and pointed to the limitations of a brief communication skills training program.

The study was also intended to enhance the applied skills of the researcher. Several of the instruments and procedures developed for this study have proved useful in training activities carried out since this study began in 1973. For example, The Helping Response Stimulus procedure has been used in training counselors, day care workers, teachers and managers. As a baseline check for communication behavior, participants in training are asked to respond, in writing, to six stimulus items with their most helpful response. The subjects are then trained using improved experiential/didactic communication skills training activities following the learning sequence used in this study:

trial → observation, feedback → input → practice of a → retrial
and discussion → new skill

After completion of the full training sequence, subjects are once again asked to respond to a Helping Response stimulus presentation; and then, asked to use their new learning to analyze and compare their pre-training and post-training responses. This provides the subjects with an assessment of behavioral learning, areas of remaining weakness, and an indication of the level of cognitive understanding that they achieved as a result of the program.

The Immediacy scoring system also offers training potential that has yet to be tested. The results of this research study have further validated the Ford-Kuiken Immediacy Scoring system via support for the major hypotheses. The instrument could be used as a training vehicle by having subjects learn to score their own immediacy behavior. This is not desireable from a research point of view but can enhance training. Used as a conceptual framework for providing an organized way to assess verbal communication behavior, the Ford-Kuiken system has value as a training device.

The study also points to instructional design considerations which enhance the training abilities of this researcher. Recognizing that certain stimulus situations precipitate non-immediacy of response, a heirarchy of trial events and skill learning could be used in an experiential/didactic program such that initial trials would be easier and subjects would be more able to approximate desired skill behavior. Use of various stimulus items as a baseline check could be used to illustrate weaknesses in existing behavior and serve a useful unfreezing function. Post training test events could be set up to test the ability of participants to employ newly learned skills in a wide variety of stimulus situations which vary in terms of difficulty.

Lastly, the study provided some hindsight learning regarding planning and design of a research project. Reflecting back, it has been obvious that this project was too ambitious. The study took a long time from beginning proposal to final examination; because, at various times, it seemed to be too overwhelming to be completable. The study also suffered in quality because of its focus on the wide immediacy waterfront. The correlational aspects of the study could have been better done in a brief comparison of immediacy ratings with Carkhuff's criterion scoring for his Discrimination Index. The stimulus effects study could have been done as a separate study with better controls for order effects and exploration of fewer stimulus items. The investigation of stimulus by training interaction effects might have been completed as a follow up study to a stimulus effects project and with better insurance that subjects capable of high level responses were included in the study. Considerable learning about budgeting of time and finances was derived from this study. Overall, the study has taught this researcher to plan each research activity further into the future to better understand the workload and costs involved.

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# APPENDIX A

## QUESTIONNAIRE FOR STUDENTS TAKING OT 303

## Questionnaire for Students Taking O.T. 303

We are concerned about the extent to which this course is designed to meet your needs as a student. We want you to complete this questionnaire to give us a clearer picture of your expectations and needs for this course. We are asking you to indicate your University identification number so that we can correlate this information with other information we will be collecting from you later in the year.

I.D. Number ______________

O.T. 303 Section ________

1. What faculty are you in? Please check one category.

____a) Business Administration and Commerce
____b) Household Economics
____c) Nursing
____d) Education, Physical Education, or Recreational Administration
____e) Arts or Science
____f) Engineering
____g) Other (please specify) ______________________________

2. Why did you enroll in O.T. 303? Please check one.

____a) My faculty requires that I take O.T. 303
____b) My faculty requires that I take a Commerce course and I chose O.T. 303 on the basis of "impersonal" knowledge (e.g., calendar description, course guide).
____c) My faculty requires that I take a Commerce course and I chose O.T. 303 on the basis of "personal" knowledge (e.g., description from instructor, advice from academic advisor, recommendation from another student).
____d) I am not required to take Commerce courses, however, I chose to take O.T. 303 as an option on the basis of "impersonal" knowledge (e.g., calendar description, course guide).
____e) I am not required to take Commerce courses, however, I chose to take O.T. 303 as an option on the basis of "personal" knowledge (e.g., description from instructor, advice from academic advisor, recommendation from another student).
____f) Other (Please explain) ______________________________
______________________________________________
______________________________________________

3. Overall, how much information do you already have about what this course is going to cover in the way of content?

| very little | | | | | | a great deal |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4. On the average, how much additional out of classtime work per week do you expect to have to put in on this course. Please check one.

___a) 0< 30 minutes extra out of classtime work per week
___b) 31 < 60 minutes
___c) 1 hour < 1½ hours
___d) 1½ hours < 2 hours
___e) 2 hours < 3 hours
___f) 3 hours < 4 hours
___g) 4 hours < 5 hours

5. Check any of the reasons listed below that are your own personal reasons for registering in this particular section of O.T. 303. Once you have checked them, then rank order them in order of importance to you (1 = most important).

___a) I had no special reason for registering in this section. The person registering me in this course just put my name down for this section.
___b) I had to be in this section because of time table requirements (because of my program, this is the only time I can take this course).
___c) I prefer the time this section is taught.
___d) There was no room in the other sections.
___e) I know this instructor personally and I prefer to be in her/his section.
___f) I have heard about this instructor from others and prefer to be in his/her section.
___g) I did not want to be in a section taught by another instructor.
___h) I prefer the way this section is going to be taught.
___i) I expect an easier work load in this section than other sections.
___j) I expect a better mark in this section.
___k) I expect to learn more in this section.
___l) I have an interest in the particular subject areas to be taught in this section.
___m) I did not want to work in groups.
___n) I wanted to work in groups.
___o) Other (please specify) ____________________________________
____________________________________________
____________________________________________

Remember to rank order the reasons that you have checked.

6. Rank order in order of preference the learning activities that you think are the best ways for you to learn (1 - most preferred).

___ lecture
___ observation of others
___ practice and experience
___ small group discussion
___ writing papers alone
___ writing papers with a small group
___ films
___ reading
___ class presentations by students
___ tests
___ other (Please specify) ____________________________________

7. Overall, how useful do you think O.T. 303 will be for you? Circle one.

| Not at all useful | | | | | | Highly useful |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please feel free to write any other comments or suggestions about ways in which you think O.T. 303 can be made useful for you as a student, in the space below.

# APPENDIX B

# RESULTS OF QUESTIONNAIRE FOR STUDENTS TAKING OT 303

Assessment of Sample Groups

| Variable | Means<br>Treatment Group | <br>Control Group | SDT | SDC | df | T | P |
|---|---|---|---|---|---|---|---|
| Reasons | 1.23 | 1.28 | .87 | .80 | 108 | -.285 | .776 |
| Information | 2.58 | 2.43 | 1.41 | 1.24 | 108 | .552 | .582 |
| Expected additional work | 4.50 | 4.70 | 1.22 | 1.20 | 108 | -.812 | .418 |
| Expected usefulness | 4.72 | 4.46 | 1.50 | 1.08 | 108 | 1.001 | .318 |

# APPENDIX C

# LIKED-DISLIKED PERSON QUESTIONNAIRE

I.D. No. ________________

Section ________________

For this task, you are asked to write out what you might say to an imagined person in an imagined situation. For each situation below, try to write out 3 statements or sentences of what you would say. Try to fully imagine yourself in each situation.

1. Imagine you are a passenger sitting in a car driving between Edmonton and Calgary. You have been traveling for one half an hour. Imagine you are traveling with a friend whom you like very much. Neither of you has said anything for the last fifteen minutes. You want to break the silence. Imagine what you would say to this friend if you were in this situation. Write the first name of this friend in the bracketted space, then write what you would like to say. (Try to write 3 sentences.)

   To (              ), I would say "______________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   _____________________________________________________________"

2. Notice one of the people sitting beside you in this classroom. Imagine yourself saying something to him/her. Write what you would like to say, right now, if you did speak to him/her. (Try to write 3 sentences.)

   To the person sitting beside me, I would say "__________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   _____________________________________________________________"

3. Once again, imagine you are a passenger sitting in a car driving between Edmonton and Calgary. You have been traveling for one half an hour. Imagine you are traveling with a person you know well, but dislike very much. Neither of you has said anything for the last fifteen minutes. Imagine yourself breaking the silence. Imagine what you would say to this person if you were in this situation. Write the first name of this person whom you dislike very much in the bracketted space, then write that you would like to say. (Try to write 3 sentences.)

To ( ), I would say "______________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________"

4. Imagine that you are sitting in the cafeteria with a group of friends after this class. You have all just arrived and no one has started talking yet. Imagine yourself being the first to speak. Write out what you imagine you might say to this group of friends after this class. (Try to write 3 sentences.)

To a group of my friends, I would say "______________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________"

I.D. No. ______________

Section ______________

For this task, you are asked to write out what you might say to an imagined person in an imagined situation. For each situation below, try to write out 3 statements or sentences of what you would say. Try to fully imagine yourself in each situation.

1. Imagine you are a passenger sitting in a car driving between Edmonton and Calgary. You have been traveling for one half an hour. Imagine you are traveling with a person you know well, but dislike very much. Neither of you has said anything for the last fifteen minutes. Imagine yourself breaking the silence. Imagine what you would say to this person if you were in this situation. Write the first name of this person whom you dislike very much in the bracketted space, then write what you would like to say. (Try to write 3 sentences.)

   To (                    ), I would say "______________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   _____________________________________________________________"

2. Notice one of the people sitting beside you in this classroom. Imagine yourself saying something to him/her. Write what you would like to say, right now, if you did speak to him/her. (Try to write 3 sentences.)

   To the person sitting beside me, I would say "____________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   _____________________________________________________________"

3. Once again, imagine you are a passenger sitting in a car driving between Edmonton and Calgary. You have been traveling for one half an hour. Imagine you are traveling with a friend whom you like very much. Neither of you has said anything for the last fifteen minutes. You want to break the silence. Imagine what you would say to this friend if you were in this situation. Write the first name of this friend in the bracketted space, then write what you would like to say. (try to write 3 sentences.)

To (                    ), I would say "________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________"

4. Imagine that you are sitting in the cafeteria with a group of friends after this class. You have all just arrived and no one has started talking yet. Imagine yourself being the first to speak. Write out what you imagine you might say to this group of friends after this class. (Try to write 3 sentences))

To a group of my friends, I would say "__________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________"

# APPENDIX D

# COMMUNICATION SKILLS INVENTORY

# COMMUNICATION SKILLS INVENTORY

I.D. No. ________________

Section ___________

I. Below are a set of statements designed to measure your ability to distinguish between direct verbal expressions of feelings and indirect verbal expressions of feelings. In the answer column write an F for a direct expression and an I for an indirect expression.

Answer

____ 1. You make me mad.

____ 2. I'm confused.

____ 3. I feel that this is a poor exercise.

____ 4. You're disgusting.

____ 5. I feel like leaving the room.

____ 6. I feel that we have hurt each other.

____ 7. Did you ever hear of service as lousy as that?

____ 8. I feel angry.

____ 9. I feel that they both got what they deserved.

____ 10. People aren't pleased with what you've done.

II. Below are a set of statements designed to measure your ability to distinguish between behaviors which tend to block off the expression of another person's ideas or feelings, behaviors which tend to facilitate the expression of another person's ideas or feelings, and behaviors which tend to be neutral in that they neither block nor facilitate the expression of the other person's ideas or feelings.

Each of the statements below is a possible response to a statement made by John who after taking this test shakes his head and says "this sure is a strange test." In the answer column, write a B for blocking, and F for facilitating, and an N for neutral.

Remember, each statement is to be taken as a response to John's statement, "this sure is a strange test."

Answer

____ 1. You should have seen the one I took last year.

____ 2. Are you saying it made you feel insecure about your ability to communicate?

____ 3. You can say that again.

____ 4. Don't take it so seriously. It's only a measure of your starting point.

____ 5. Yeah, but it makes you examine your knowledge of communication, doesn't it?

____ 6. What do you mean?

____ 7. Yes. And it was boring too.

____ 8. Do you have a lot of difficulty in communicating with others?

____ 9. I imagine you're feeling a bit shaken up by it. Is that true?

____ 10. Do you mean it was weird?

III. This set of items is designed to measure your ability to distinguish between descriptive observations (what can be seen or heard) of others and inferential statements (what is imagined) about others.

A person named Joan is observing a scene involving Ron, Sarah, and Martin. The sentences below represent the observations and inferences which Joan is making about this scene.

In the answer column place an O for observation and an I for inference.

Remember, these are all statements made by Joan about the scene she is observing.

Answer

____ 1. Ron and Sarah are sitting in the dining room.

____ 2. Martin is pacing nervously outside.

____ 3. Sarah told Ron that Martin is cold and inconsiderate of her feelings.

____ 4. I can see Sarah is a bit inconsiderate herself.

____ 5. You can see by the way they are holding hands that Ron and Sarah have strong feelings for each other.

____ 6. Martin came into the dining room and began shouting.

____ 7. His face is flushed.

____ 8. He is very angry.

____ 9. The situation is tense for all three of them.

____ 10. Sarah was trying to make Martin jealous.

IV. This part of the baseline test is focused on "open" communications and giving and receiving feedback about one's behavior in work-related activities. It has been stated that open communications will help a management team function more effectively. The task is to read an interchange between two members of a team and examine the reasons why the exchange is ineffective. The instructions follow the interchange.

1. Mike: "Paul, I'd like to talk with you about our relationship when working together on the team. I think you should pay more attention to what others have to say."

2. Paul: "I do pay attention. I listen to what the others are saying, but I don't agree with them very often."

3. Mike: "But I'm not talking about when you disagree. I'm saying that you don't pay attention very much even when there's no disagreement. I know this because you are frequently irrelevant."

4. Paul: "I see."

5. Mike: "It feels good to know you're listening for a change. Everyone is pretty upset about this behavior of yours."

6. Paul: "Now you're ganging up on me. I feel that's unfair."

7. Mike: "By ganging up, I imagine you're referring to me saying 'everyone is pretty upset'; is that right?"

8. Paul: "Yes, and the fact that you talk about me whenever I'm not around."

9. Mike: "Well that's a strang thing to say. We're not a police state watching you all the time you know."

For each numbered paragraph, comment on what the person was doing and make suggestions as to what, if anything, he could have done differently or in addition to make the feedback exchange more effective.

1. ______________________________________________

2. ______________________________

______________________________

______________________________

______________________________

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______________________________

3. ______________________________

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4. ______________________________

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5. ______________________________

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6. ______________________________

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7. ______________________________

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8. ______________________________

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9. ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

# APPENDIX E1

## HELPEE STIMULUS SITUATIONS

# HELPEE STIMULUS SITUATIONS

Positive - non-immediate

I'm really excited, I found a marvelous job for the summer. It's so great. I can't believe it's true. I have a job as a recreational director in a mountain resort. They say I will have a great deal of free time to do whatever I want. I can also use any of their equipment and supplies that I need for my own recreation. It's too good to be true. It's so exciting - I just can't wait to get started. It's great!

Negative - non-immediate

Boy, I'm really disappointed. The only summer job offer I have is with a sewage disposal company as a filing clerk. I am going to have to work terrible hours. They start work at 7:30 and go to 5:00 during the summer. The pay is poor too but I have to take this job. I can't believe there are so few jobs. It's terrible. I won't have much of a summer break this year. Boy, I sure wish I didn't have to work.

Positive - immediate

I really feel eager to talk to you. I'm so excited I feel like I'm going to bust. I want to talk to you about something very important to me. You seem interested in my problems and you understand me so well. Like right now, you look interested and concerned. I really feel easy about talking to you. Gee, I'm really happy I've found you.

Negative - immediate

I really feel angry right now. I want to talk to you about something that is important to me and you interrupt me. I don't feel easy about talking to you. I am so angry I feel like shouting. You can't even look at me. I imagine you aren't interested in my problems. I'm so angry, I feel blocked up. I'm not thinking very clearly at all.

Binding (single bind)

You shouldn't feel so irritated. Don't get so upset over such an insignificant event. Getting upset will just get you into trouble. It's ridiculous to get so upset over nothing. You always get irritated and upset when you shouldn't.

Non-binding

You seem to be irritated or upset to me. I notice you fidgeting and looking about the room. Your brow is furrowed. I am really sensitive to your frequent pauses when you are responding to me. I feel uncomfortable when I think you are irritated so I want to check to be sure I'm reading you right. I'm wondering if you are irritated with me or if something is happening to upset you.

Binding (double bind)

I know it's a real risk to be honest and frank about your feelings toward someone. You know - to tell them how you really feel. You might lose a friend ... or hurt her a lot. It may not even do any good for the relationship. There's a good chance you could do permanent damage to their ego, if you were really honest. ...but that doesn't matter - you can be honest and frank with me.

Explicit Contradiction

I think that the best way to help someone is to tell them the truth about how you feel about them. You could really help me if you told me how you feel about me. I do want your help and I do want you to be honest in your feedback to me....but, you know....I'm also afraid of what you might say. In part, I don't want you to be honest because I might be hurt. So I do....and I don't....I guess.

Ambiguity - No explication

Silence............"Well.... well.... ah! ....Oh damn."

Ambiguity - Explication

Silence............"I'm so shy I don't know how to talk to people."

Non-immediate

You guys wanted it done today and I don't think I can do that. That's the way it goes all the time - you guys do it to me everytime. There's no justice. Nobody gives me a chance. Everybody just walks all over people like me. They expect too much of somebody working alone. You just need more time to do something like this.

Immediate

I'm feeling very anxious right now about now having the assignment you wanted done today. I didn't finish it. I see you looking at me and I feel guilty about not finishing. I am also angry with you for expecting that I do all the work by myself. I want you to give me more time. I am working hard and will be finished tomorrow.

# APPENDIX E 2

# HELPING RESPONSE STIMULUS PRESENTATION

# HELPING RESPONSE STIMULUS PRESENTATION
## (ORDER A)

## Instructions

The tape which you are now listening to is going to play out twelve expressions or sets of statements of concern. Each set of statements is made by a single person now designated as helpee. You are to conceive of the person making each set of statements as simply a person who has come to you out of a need to talk with someone. This person is looking to you for help.

This person is someone you do not necessarily know well. The helpee may, for example, be a student from one of your classes.

We would like you to respond just as you would if someone came to you seeking assistance with a personal problem or wishing to talk to you about one of their concerns. Try to be as helpful as you can.

These sets of statements or expressions of concern are to be treated as independent sets. They are not interrelated. Each could be considered to be a statement made by a different helpee.

You will hear each set separately. Each set of statements will be approximately 2 minutes long. After the last statement in each set is completed you will hear a bell ring. This bell ring will be your signal to begin your helping response.

You will have 60 seconds in which to complete your response. To make your response, you push the record button and speak clearly and loudly so that your response is easily recorded. As the helper, try to make your best helping response to each set of statements by the helpee.

Remember, once you have heard the bell ring you will have only 60 seconds to complete your response.

## Situation One

"I'm really excited ... I've found a marvelous job for the summer. It's so great -- I can't believe it's true. I have a job as a recreational director in a mountain resort. They say I will have a great deal of free time to do whatever I wish. I can also use any of their equipment and supplies that I need for my own recreation. It's too good to be true. It's so exciting. I just can't wait to get started. It's great."
(Bell)

One minute response time

"Stop"

## Situation Two

"I really feel angry right now. I want to talk to you about something that is important to me and you interrupt me. I don't feel easy about talking to you. I'm so angry that I feel like shouting. You can't even look at me. I imagine that you aren't even interested in my problems. I'm so angry I feel blocked up. I'm not thinking very clearly at all." (Bell)

One minute response time

"Stop"

Situation Three

"You shouldn't feel so irritated. Don't get so upset over such an insignificant event. Getting upset will just get you into trouble. It's ridiculous to get so upset over nothing. You always get irritated and upset when you shouldn't." (Bell)

One minute response time

"Stop"

Situation Four

60 seconds of the following sounds: (creaking chair -- ruffled clothes -- throat clearing -- opening of a cigarette package -- loud exhaling sound -- creaking chair -- exhaling sound -- sniffling -- creaking chair -- throat clearing) "Well ... well, ah .. oh, damn!" (Bell)

One minute response time

"Stop"

Situation Five

"I'm so excited I feel like I'm going to burst. I really feel eager to talk to you. I want to talk to you about something very important to me. You seem interested in my problems. You understand me so well. Like right no, you look interested and concerned. I really feel easy about talking to you. Gee ... I'm really happy I've found you." (Bell)

One minute response time

"Stop"

Situation Six

"I know it's a real risk to be honest and frank about your feelings toward someone. You know ... to tell them how you really feel. You might lose a friend -- or hurt her a lot. It may not even do any good for the relationship. There's a good chance you could do permanent damage to their ego.... if you were really honest ... But that doesn't matter. You can be honest and frank with me." (Bell)

One minute response time

"Stop"

Situation Seven

"I see you looking at me and I'm feeling very anxious about not having this part of the paper done today. I know you want my part right away, and I'm not finished. I feel guilty about not finishing and I'm also angry with you for expecting that I do all the work by myself. I want you to give me more time. I'm working hard and will be finished tomorrow." (Bell)

One minute response time

"Stop"

Situation Eight

"Boy, I'm really disappointed. The only summer job offer I have is with a sewage disposal company as a filing clerk. I'm going to have to work terrible hours. They start work at 7:30 and go to 5:00 during the summer. The pay is poor too ... but I have to take this job. I can't believe there are so few jobs. It's terrible ... I won't have much of a summer break this year. Boy, I sure wish I didn't have to work." (Bell)

One minute response time

"Stop"

Situation Nine

"You seem to be irritated or upset. I notice you fidgeting and looking about the room. Your brow is furrowed. I'm really sensitive to your frequent pauses when you are responding to me. I feel uncomfortable when I think you are irritated so I want to check to be sure I'm reading you right. I'm wondering if you are irritated with me or if something is happening to upset you." (Bell)

One minute response time

"Stop"

Situation Ten

60 seconds of the following sounds: (creaking chair -- throat clearing sounds -- exhaling or sighing sounds -- creaking chair -- clothes shuffling) "I'm so shy I don't know how to talk to people." (Bell)

One minute response time

"Stop"

Situation Eleven

"You guys wanted it done today and I don't think I can do that. That's the way it goes all the time. You guys do it to me every time. There's no justice. Nobody gives me a chance. Everybody just walks all over people like me. They expect too much of people working alone. You just need more time to do something like this." (Bell)

One minute response time

"Stop"

## Situation Twelve

"Well ... I think that the best way to help someone is to tell them the truth about how you feel about them. You could really help me if you told me how you feel about me. I do want your help and I do want you to be honest in your feedback to me. But ... you know ... I'm also afraid of what you might say. In part, I don't want you to be honest because I might be hurt. So I do .. and I don't ... I guess." (Bell)

One minute response time

"Stop"

# APPENDIX F

# ASSESSMENT QUESTIONNAIRE FOR OT 303

# ASSESSMENT QUESTIONNAIRE FOR O.T. 303

We are concerned about the extent to which this course has been designed to meet your needs as a student. We want you to complete this questionnaire to give us an indication of the impact of this course on you, the student. Once again, we are asking you to indicate your university identification number so that we can correlate this information with the information that we collected from you earlier in the year.

I.D. Number__________________

O.T. 303 Section ____________

1. Did this course introduce many new ideas to you? Circle one.

| | | | | | | |
|---|---|---|---|---|---|---|
| did not introduce and new ideas | | | | | | introduced very many new ideas |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2. Do you think your behavior has changed in any way as a result of this course? Circle one.

| | | | | | | |
|---|---|---|---|---|---|---|
| no change at all | | | | | | a great deal of behavior change |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. How highly motivated do you think your instructor was to do a good job in the teaching of this course? Circle one.

| | | | | | | |
|---|---|---|---|---|---|---|
| poorly motivated | | | | | | highly motivated |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4. How effective do you think your instructor was in the teaching of this course? Circle one.

| | | | | | | |
|---|---|---|---|---|---|---|
| ineffective | | | | | | very effective |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. If you were asked by a friend whether or not you would recommend this instructor to them, how would you answer their question? Circle one.

| | | | | | | |
|---|---|---|---|---|---|---|
| strongly suggest another instructor | | | | | | highly recommend this instructor |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

6. Overall, how useful do you think what you have been exposed to in O.T. 303, will be for you? Circle one.

| | | | | | | |
|---|---|---|---|---|---|---|
| not at all useful | | | | | | highly useful |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

# APPENDIX G

# RESULTS OF ASSESSMENT QUESTIONNAIRE

Post Course Assessment of Perceived Instructor Motivation and Course Value

| Variable | Means<br>Treatment | <br>Control | SDT | SDC | df | T | P |
|---|---|---|---|---|---|---|---|
| New Ideas | 5.42 | 5.02 | 1.05 | 1.36 | 115* | 1.702 | .076 |
| Behavior change | 4.62 | 4.50 | 1.34 | 1.37 | 115 | .090 | .921 |
| Instructor motivation | 5.14 | 5.43 | 1.40 | 1.15 | 115 | 1.145 | .254 |
| Effectiveness of instructor | 4.95 | 4.50 | 1.31 | 1.00 | 115 | 1.005 | .111 |
| Recommend instructor | 5.04 | 4.86 | 1.40 | 1.50 | 115 | .007 | .545 |
| Usefulness of course | 5.32 | 5.02 | 1.33 | 1.00 | 115 | 1.220 | .222 |

*n=115 for this last observation because of participation of students who had dropped out of earlier portion of the experiment.

# APPENDIX H

# VALIDATION INSTRUMENTS

$h_1$ Stimulus Discrimination Task (Appendix H1)

This instrument was designed to test the construct validity of the Helping Response Stimulus Presentation items. Definitions were provided for the stimulus items followed by a list of stimulus items used in the study. The instrument is designed such that judges are asked to read the definitions then to read the stimulus items and decide which definitions matched which stimulus item. This instrument was necessary to ascertain whether or not others would agree with the stimulus items were in fact presenting the stimulus conditions defined in the study. This instrument was not pretested for reliability and validity assessments.

$h_2$ Stimulus Response Task (Appendix H2)

This instrument was used to collect samples of responses to be rated using various rating scales to validate the Ford-Kuiken Immediacy rating system and to assess its rate-rerate reliability. Two of the stimulus items from the Helping Response Stimulus Presentation were typewritten on a sheet. The instructions asked sample subjects to read the stimulus item and imagine that this is being said to them by a friend seeking help with a personal issue. The instructions then asked the subjects to write out what they would say in response if they were talking to this friend. The instructions encouraged subjects to provide their most helpful response. The two stimulus items were deliberately chosen as two stimulus items which would likely elicit responses varying along a wide range of immediacy. Only two items were chosen for purposes of economy. The use of this instrument and the results obtained are discussed in the description for the Ford-Kuiken Immediacy Scoring System following later in this text.

### $h_3$ Carkhuff Scale for Measurement of Immediacy of Relationship

(Appendix J)

This scale is a revision of earlier versions of immediate relationship scales presented in other works (Berenson and Mitchell, 1967; Carkhuff and Berenson, 1967; Leitner and Berenson, 1967). This instrument is described by Carkhuff (1969a) but no information was available on reliability or validity of the instrument. The instrument instructs raters to assign ratings to helper responses according to definitions for each of five levels of helper functioning. In the rating scale itself no examples are given to assist the rater. Typically, training in the use of this instrument involves presentation of a high number of examples to trainees along with trainee rating practice, discussion, and presentation of expert ratings of the examples. Such training information was not readily available.

This scale was used to rate responses to the Stimulus Response Task for purposes of validating the Ford-Kuiken Immediacy Scoring System. It was chosen as a good example of a general immediacy rating scale. This scale requires that the rater read the complete helper response and assign a number rating between one and five according to the level of functioning the rater believes the response demonstrates. The level of functioning is defined in the scale. Raters are instructed to assign ratings according to the following scale:

Measurement of Immediacy of Relationship (Carkhuff, 1969a)

| 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |
|---|---|---|---|---|
| helper disregards all helper messages related to the helper | helper appears to disregard most helpee messages related to helper | helper does not extend the helpee's expressions to immediacy but is not closed to such interpretations | helper relates helpee's response to himself in an open yet cautious manner | helper is not hesitant in making explicit interpretations of the helper-helpee relationship |

This scale essentially assesses the degree to which the helper refers to the immediate relationship between helper and helpee. In this way, it is a measure of a trait primarily similar to that assessed with the Referent dimension in the Ford-Kuiken Scoring System.

$h_4$ Carkhuff Specificity Rating System (Appendix K)

Carkhuff (1969a) presents a description of this rating system under the title: "Personally relevant concreteness or specificity of expression in interpersonal processes." The five point system is derived from earlier work summarized in Truax and Carkhuff (1967). Carkhuff states that this scale "...has received support in research on training and counseling." (summarized in Carkhuff, 1968; Carkhuff and Berenson, 1967). Specifically, Hult (1970) cited an interrater reliability coefficient of at least .81 for this scale. This rating system was used to rate responses to the Stimulus Response Task for purposes of validating the Ford-Kuiken Immediacy Scoring System. It was chosen because of its focus on "personally relevant concreteness or specificity" which parallels part of our definition of immediacy. This scale requires that the rater read the complete helper response and assign a number rating between one and five according to the level of functioning on this scale the rater believes the response demonstrates. The level of functioning is defined in the scale. The rater is instructed to assign ratings according the following scale:

Measurement of Personally Relevant Concreteness or Specificity

Carkhuff , 1969a)

| 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |
|---|---|---|---|---|
| helper leads or allows all discussion with helpee to deal only with vague and anonymous generalities | Helper frequently leads or allows discussion of 'real' feelings personally relevant to helpee but only at an abstract, intellectualized level | Helper, at times, enables and guides the helpee in discussion of personally relevant material in specific and concrete terms although there continues to be some areas not dealt with concretely and without specificity | Helper, on many occasions, guides the discussion to specific feelings and experiences of personally meaningful material | Helper, guides the discussion so that the helpee discusses fluently, directly, and completely specific feelings and experiences |

$h_5$ Five Point Here-and-Now Scale (Appendix L)

This scale was created to assist in the validation of the Ford-Kuiken Immediacy Scoring System. According to Campbell and Fiske (1959) validation of any instrument requires "...that a variable correlate higher with an independent effort to measure the same trait than with measures to get at different traits which happen to employ the same method." (Campbell and Fiske, 1959, p. 83). As the Kuiken Immediacy system employs the same method of rating for differing dimensions, this scale was used to provide a very different method of assessing the same trait as that assessed by the Locus dimension in the FKI scoring system. This scale is a much more general assessment of the same trait, using a global rating method as opposed to the FKI unit of analysis rating method. This Five Point Here-and-Now scale requires that a rater read a complete helper response and assign a scale value according to the raters judgement of where on the continuum between here-and-now vs there-and-then the helper response lies. The scale is shown below:

Five Point Here-and-Now Scale

1.0 2.0 3.0 4.0 5.0

*There and Then*

*There* means that what the speaker refers to is outside of the immediate spatial proximity of the speaker and the person spoken to. There is no reference to the speaker, addressee, part aspects of the communicants or immediately shared objects or events. *There* may include all objects, persons or events which are within the perceptual field of the communicants but not within the spatial zone immediately bounded by their interaction. *There* includes any objects not immediately being used by the communicants or any events in which neither of the communicants is currently engaged. Simply, *there* is not *here*.

*Then* means that what the speaker refers to is not necessarily happening at the present moment but is rather a reference to either, something particular to a past or future event or to a generalization which includes moments in time other than the specific moment *now*. Any content that is expressed in the past or future tense is scored as *then*. Any content which is generalizable to past or future moments in time is scored as *then*.

*Here and Now*

*Here* means the speaker, the addressee, part aspects of either the speaker or addressee (e.g. body parts), and/or objects or events within the immediate spatial proximity of the speaker and/or the addressee. Only objects or events directly involved in the shared task or interaction would be accepted as *here*. Examples of this would be tools, equipment, materials and clothing currently being used by either of the communicants. The spatial proximity of the speaker is thus bounded by his interaction with the person spoken to. Any reference to a person, object or event that does not meet the above conditions is not *here*.

*Now* means that what the speaker refers to must be clearly and specifically happening at the present moment. The content must be expressed in the present tense. However, if the message is in the present tense and at the same time is readily interpretable as a statement of generalization to moments beyond the present specific moment then the reference is not *now*. For example, an attribution unit which can be interpreted as a generalization refering to past and/or future situations would be scored as not *now*, (e.g. "Yes we are friends.").

### $h_6$ Kuiken Immediacy Scoring System

This rating system has been described in complete detail by Kuiken (Kuiken, 1973). Briefly, it is a three scale rating system for assessing the level of experiential immediacy of a verbal response.

# APPENDIX $H_1$

# STIMULUS DISCRIMINATION TASK

# STIMULUS DISCRIMINATION TASK

Below you will see two definitions, one for positive affect and one for negative affect. You will be asked to use these definitions to classify a set of communications.

**Positive affect:** the statement demonstrates emotional experience which is typified by feelings like happiness, joy, pleasure, excitement, enjoyment, or positive evaluation. The statement expresses the speaker's positive feelings.

**Negative affect:** the statement demonstrates emotional experience which is typified by feelings like anger, anxiety, depression, sadness, fear, hate, rage, or negative evaluation. The statement expresses the speaker's negative feelings.

Now you are to read the following four sets of statements. Each set is a series of statements made by one speaker. Read all four sets through first. Then look at each set separately and decide whether the series of statements in each set are primarily expressing or referring to positive or negative affect. Once you have decided, you can indicate your decision by writing either P for positive affect, or N for negative affect in the blank space before each set. For example:

N **Set One** I think this exercise stinks. What good will it do me?

P **Set Two** I am excited by the possibilities here. We could learn from this.

___ **Set One** "I really feel angry right now. I want to talk to you about something that is important to me and you interrupt me. I don't feel easy about talking to you. I'm so angry that I feel like shouting. You can't even look at me. I imagine that you aren't even interested in my problems. I'm so angry I feel blocked up. I'm not thinking very clearly at all."

___ **Set Two** "I'm so excited I feel like I'm going to burst. I really feel eager to talk to you. I want to talk to you about something very important to me. You seem interested in my problems. You understand me so well. Like right now, you look interested and concerned. I really feel easy about talking to you. Gee ... I'm really happy I've found you."

___ **Set Three** "I'm really excited ... I've found a marvelous job for the summer. It's so great -- I can't believe it's true. I have a job as a recreational director in a mountain resort. They say I will have a great deal of free time to do whatever I want. I can also use any of their equipment and supplies that I need

for my own recreation. It's too good to be true. It's so exciting. I just can't wait to get started. It's great."

___ **Set Four** "Boy ... I'm really disappointed. The only summer job offer I have is with a sewage disposal company as a filing clerk. I'm going to have to work terrible hours. They start work at 7:30 and go to 5:00 during the summer. The pay is poor ... but I have to take this job. I can't believe there are so few jobs. It's terrible ... I won't have much of a summer break this year. Boy, I sure wish I didn't have to work."

**Below you will see two definitions, one for immediacy and one for non-immediacy. You will be asked to use these definitions to classify a set of communications.**

**Immediacy:** this is the expression of a message in such a way that the speaker refers directly to himself and his own here-and-now experience and/or refers directly to the person he is speaking to and that person's own here-and-now experience. Immediacy equals here-and-now, I and thou statements, and specific statements about emotional or internal experience. Immediacy is typified by direct, specific, emotional or behavioral statements in the present tense, which refers to the speaker and/or the person spoken to.

**Non-immediacy:** this is the expression of a message in such a way that the speaker does not refer directly to himself and his feelings or behavior, nor to the person he is speaking to and that person's feelings. Non-immediacy is typified by indirect, general, non-specific, evaluative statements in the past or future tense, which refers to persons, objects, or events other than the two people in the communication.

**Now you are to read** the following six sets of statements. Each set is a series of statements made by one speaker. Read all six sets through first. Then look at each set separately and decide whether the series of statements in each set are primarily immediate or non-immediate. Once you have decided, you can indicate your decision by writing either I for immediate, or N for non-immediate in the blank space before each set. For example:

N Set One People should know better. They always make a mess of it.

I Set Two I feel happy with you right now. I am feeling warm and contented.

___ Set One "I see you looking at me and I'm feeling very anxious about not having this part of the paper done today. I know you want my part right away and I'm not finished. I feel guilty about not finishing and I'm also angry with you for expecting that I do all the work by myself. I want you to give me more time. I'm working hard and will be finished tomorrow."

___ Set Two "You guys wanted it done today and I don't think I can do that. That's the way it goes all the time. You guys do it to me every time. There's no justice. Nobody gives me a chance. Everybody just walks all over people like me. They expect too much of people working alone. You just need more time to do something like this."

___ Set Three "I really feel angry right now. I want to talk to you about something that is important to me and you interrupt me. I don't feel easy about talking to you. I'm so angry that I feel like shouting. You can't even look at me. I imagine that you aren't even interested in my problems. I'm so angry I feel blocked up. I'm not thinking very clearly at all."

___ Set Four "I'm so excited I feel like I'm going to burst. I really feel eager to talk to you. I want to talk to you about something very important to me. You seem interested in my problems. You understand me so well. Like right now, you look interested and concerned. I really feel easy about talking to you. Gee ... I'm really happy I've found you."

___ Set Five "I'm really excited ... I've found a marvelous job for the summer. It's so great -- I can't believe it's true. I have a job as a recreational director in a mountain resort. They say I will have a great deal of free time to do whatever I want. I can also use any of their equipment and supplies that I need for my own recreation. It's too good to be true. It's so exciting. I just can't wait to get started. It's great."

___ Set Six "Boy ... I'm really disappointed. The only summer job offer I have is with a sewage disposal company as a filing clerk. I'm going to have to work terrible hours. They start work at 7:30 and go to 5:00 during the summer. The pay is poor too ... but I have to take this job. I can't believe there are so few jobs. It's terrible ... I won't have much of a summer break this year. Boy, I sure wish I didn't have to work."

**Below you will see four definitions, one for non-binding, one for single bind, one for double bind, and one for explicit contradiction. You will be asked to use these definitions to classify a set of communications.**

| | |
|---|---|
| **Non-binding:** | refers to a communication which has the effect of increasing the sense of personhood and autonomy of the person spoken to. The communication implies equality and that the person spoken to is respected and accepted as a person. The communication is free of any implication that the addressee must change. |
| **Single bind:** | refers to a communication which presents a message that the person spoken to should change or not experience what he does experience. Examples would include threat, punishment, ridicule, belittling, contradicting, denying or minimizing statements, or other forms of criticism and put down. This communication is a single bind because the person spoken to is not given two or more contradictory messages. |
| **Double bind:** | refers to a communication in which the person spoken to is told to do something or to do something different and at the same time there is an implication that he should not do as he is told. For example, it would be a double bind to say "be spontaneous," because if I try to be spontaneous I am doing what you say and am not spontaneous. A double bind presents two opposite messages. One message is explicit and direct. The other is present only by implication. This second message is only implied. |
| **Explicit contradiction:** | refers to a communication in which the person spoken to is given two explicit and contradictory messages. For example, one message may say to do something. The second message would then say to either do the opposite or not to do what the first message indicates. In another example, the first message may state one opinion held by the speaker. The second message would then involve the statement of an opposite opinion. An explicit contradiction is different from a double bind in that both of the opposite messages are stated explicitly. For example, Jane says "Harry, be kind and do my work for me." Then says, "Harry, perhaps you had better not." |

**Now you are to read** the following four sets of statements. Each set is a series of statements made by one speaker. Read all four sets through first. Then look at each set separately and decide whether the series

of statements in each set are primarily non-binding, single binding, double binding, or an explicit contradiction. Once you have decided, you can indicate your decision by writing N for non-binding, S for single binding, D for double binding, or E for explicit contradiction in the blank space before each set.

| | | |
|---|---|---|
| ___ | Set One | "I know it's a real risk to be honest and frank about your feelings toward someone. You know ... to tell them how you really feel. You might lose a friend -- or hurt her a lot. It may not even do any good for the relationship. There's a good chance you could do permanent damage to their ego ... if you were really honest ... But that doesn't matter. You can be honest and frank with me." |
| ___ | Set Two | "Well ... I think that the best way to help someone is to tell them the truth about how you feel about them. You could really help me if you told me how you feel about me. I do want your help and I do want you to be honest in your feedback to me. But ... you know ... I'm also afraid of what you might say. In part, I don't want you to be honest because I might be hurt. So I do ... and I don't ... I guess." |
| ___ | Set Three | "You shouldn't feel so irritated. Don't get so upset over such an insignificant event. Getting upset will just get you into trouble. It's ridiculous to get so upset over nothing. You always get irritated and upset when you shouldn't." |
| ___ | Set Four | "You seem to be irritated or upset. I notice you fidgeting and looking about the room. You're brow is furrowed. I'm really sensitive to your frequent pauses when you are responding to me. I feel uncomfortable when I think you are irritated so I want to check to be sure I'm reading you right. I'm wondering if you are irritated with me or if something is happening to upset you." |

# APPENDIX $H_2$

# STIMULUS RESPONSE TASK

# STIMULUS RESPONSE TASK

You will be presented with two separate stimulus situations below. For this exercise, you are to imagine that each person in each of the situations is a person who has come to you out of a need to talk with someone about one of their personal concerns. This person is looking to you for help.

In each situation, you are presented with a statement made by this person who is seeking your help. You are to imagine that this person has just said this to you. After you have read this, write, in the space provided, what you would say in response. We would like you to write at least several sentences in response.

## Situation 1

Boy, I'm really disappointed. The only summer job offer I have is with a sewage disposal company as a filing clerk. I'm going to have to work terrible hours. They start at 7:30 and go to 5:00 during the summer. The pay is poor too...but I have to take this job. I can't believe there are so few jobs. It's terrible....I won'd have much of a summer break this year. Boy, I sure wish I didn't have to work.

## Situation 2

You seem to be irritated or upset. I notice you fidgeting and looking about the room. You're brow is furrowed. I'm really sensitive to your frequent pauses when you are responding to me. I feel uncomfortable when I think you are irritated so I want to check to be sure I'm reading you right. I'm wondering if you are irritated with me or if something is happening to upset you.

# APPENDIX $H_3$

# CARKHUFF RATING SCALE FOR IMMEDIACY

## IMMEDIACY OF RELATIONSHIP IN INTERPERSONAL PROCESSES
## A SCALE FOR MEASUREMENT[1]

*Level 1*

The verbal and behavioral expressions of the helper disregard the content and affect of the helpee's expressions that have the potential for relating to the helper.

EXAMPLE: The helper may simply ignore all helpee communications, whether direct or indirect, that deal with the helper-helpee relationship.

In summary, the helper simply disregards all helpee messages that are related to the helper.

*Level 2*

The verbal and behavioral expressions of the helper disregard most of the helpee expressions that have the potential for relating to the helper.

EXAMPLE: Even if the helpee is talking about helping personnel in general, the helper may remain silent or simply not relate the content to himself.

In summary, the helper appears to choose to disregard most helpee messages that are related to the helper.

*Level 3*

The verbal and behavioral expressions of the helper, while open to interpretations of immediacy, do not relate what the helpee is saying to what is going on between the helper and the helpee in the immediate moment.

EXAMPLE: The helper may make literal responses or reflections to the helpee's expressions or otherwise open-ended responses that refer to no one specifically but that might refer to the helper.

In summary, while the helper does not extend the helpee's expressions to immediacy, he is not closed to such interpretations. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

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[1] This scale is a revision of earlier versions of immediate relationship scales (Berenson & Mitchell, 1969; Carkhuff & Berenson, 1967; Leitner & Berenson, 1967).

*Level 4*

The verbal and behavioral expressions of the helper appear cautiously to relate the helpee's expressions directly to the helper-helpee relationship.

EXAMPLE: The helper attempts to relate the helpee's responses to himself but he does so in a tentative manner.

In summary, the helper relates the helpee's responses to himself in an open yet cautious manner.

*Level 5*

The verbal and behavioral expressions of the helper relate the helpee's expressions directly to the helper-helpee relationship.

EXAMPLE: The helper in a direct and explicit manner relates the helpee's expressions to himself.

In summary, the helper is not hesitant in making explicit interpretations of the helper-helpee relationship.

# APPENDIX $H_4$

# CARKHUFF SPECIFICITY RATING SYSTEM

# CONCRETENESS OR SPECIFICITY OF EXPRESSION IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT[1]

*Level 1*

The helper appears to lead or allow all discussions with the helpee(s) to deal only with vague and anonymous generalities.

EXAMPLE: The helper and the helpee discuss everything on strictly an abstract and highly intellectual level.

In summary, the helper makes no attempt to lead the discussion into the realm of personally relevant specific situations and feelings.

*Level 2*

The helper frequently appears to lead or allow even discussions of material personally relevant to the helpee(s) to be dealt with on a vague and abstract level.

EXAMPLE: The helper and the helpee may discuss "real" feelings but they do so at an abstract, intellectual level.

In summary, the helper does not elicit discussion of most personally relevant feelings and experiences in specific and concrete terms.

*Level 3*

The helper is open and at times facilitative of the helpee's discussion of personally relevant material in specific and concrete terminology.

EXAMPLE: The helper will help to make it possible for the discussion with the helpee(s) to center directly around most things that are personally important to the helpee(s), although there will continue to be areas not dealt with concretely and areas that the helpee does not develop fully and specifically.

In summary, the helper is open to consideration of personally relevant specific and concrete instances, but these are not always fully developed. Level 3 constitutes the minimal level of facilitative functioning.

*Level 4*

The helper appears frequently helpful in enabling the helpee(s) to fully develop in concrete and specific terms almost all instances of concern.

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[1] This scale is a revision of earlier versions of the concreteness or specificity of expression scale (Carkhuff, 1968; Carkhuff & Berenson, 1967; Truax & Carkhuff, 1967).

EXAMPLE: The helper is able on many occasions to guide the discussion to specific feelings and experiences of personally meaningful material.

In summary, the helper is very helpful in enabling the discussion to center around specific and concrete instances of most important and personally relevant feelings and experiences.

### *Level 5*

The helper appears always helpful in guiding the discussion so that the helpee(s) may discuss fluently, directly, and completely specific feelings and experiences.

EXAMPLE: The helper involves the helpee in discussion of specific feelings, situations, and events regardless of their emotional content.

In summary, the helper facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.

# APPENDIX $H_5$

## FIVE POINT HERE-AND-NOW SCALE

## FIVE POINT HERE-AND-NOW SCALE

1.0 2.0 3.0 4.0 5.0

*There and Then*

*There* means that what the speaker refers to is outside of the immediate spatial proximity of the speaker and the person spoken to. There is no reference to the speaker, addressee, part aspects of the communicants or immediately shared objects or events. *There* may include all objects, persons or events which are within the perceptual field of the communicants but not within the spatial zone immediately bounded by their interaction. *There* includes any objects not immediately being used by the communicants or any events in which neither of the communicants is currently engaged. Simply, *there* is *not here*.

*Then* means that what the speaker refers to is not necessarily happening at the present moment but is rather a reference to either, something particular to a past or future event or to a generalization which includes moments in time other than the specific moment *now*. Any content that is expressed in the past or future tense is scored as *then*. Any content which is generalizable to past or future moments in time is scored as *then*.

*Here and Now*

*Here* means the speaker, the addressee, part aspects of either the speaker or addressee (e.g. body parts), and/or objects or events within the immediate spatial proximity of the speaker and/or the addressee. Only objects or events directly involved in the shared task or interaction would be accepted as *here*. Examples of this would be tools, equipment, materials and clothing currently being used by either of the communicants. The spatial proximity of the speaker is thus bounded by his interaction with the person spoken to. Any reference to a person, object or event that does not meet the above conditions is *not here*.

*Now* means that what the speaker refers to must be clearly and specifically happening at the present moment. The content must be expressed in the present tense. However, if the message is in the present tense and at the same time is readily interpretable as a statement of generalization to moments beyond the present specific moment then the reference is *not now*. For example, an attribution unit which can be interpreted as a generalization refering to past and/or future situations would be scored as *not now*, (e.g. "Yes we are friends.").

# APPENDIX $H_6$

# KUIKEN IMMEDIACY SCORING SYSTEM

## Kuiken Immediacy Scoring System

Experiential immediacy in self-representation is defined as the extent to which an individual verbally spells out significant features of his *a priori* (i.e. immediate) ontological structure (i.e. the form of his engagement or being-in-the-world). Three dimensions serve to specify experimental immediacy in self-representation:

(1) *Subject-centeredness* is the extent to which an individual explicitly and directly represents himself in his communication. In ontologically primary or immediate experience, there must be a subject to confront objects and give them meaning.

(2) *Present-centeredness* is the extent to which phenomena within the spatially and temporally immediate context are represented in the communication. In ontologically primary or immediate experience, present phenomena - whether subsequently regarded as real or imagined - must be represented.

(3) *Process-descriptiveness* is the extent to which the communication describes explicit agent-action predication. Immediate experience is regarded as intended or directed action by an agent. These dimensions are assessed via content analytic procedures measuring aspects of the explicit verbal content of communication.

This scoring system was employed in the study by Roth (1973) and tested for validity and reliability in various stages of development by Kuiken (1973).

# APPENDIX I

# CARKHUFF SCALE FOR MEASUREMENT OF EMPATHY

# EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT

*Level 1*

The verbal and behavioral expressions of the first person either do not attend to or detract significantly from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

EXAMPLE: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or uninterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding, or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

*Level 2*

While the first person responds to the expressed feelings of the second person(s), he does so in a way that he subtracts noticeable affect from the communications of the second person.

EXAMPLE: The first person may communicate some awareness of obvious surface feelings of the second person, but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

*Level 3*

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.

EXAMPLE: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

*Level 4*

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

EXAMPLE: The facilitator communicates his understanding of the expressions of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feelings he was unable to express previously.

In summary, the facilitator's responses add deeper feeling and meaning to the expressions of the second person.

*Level 5*

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express, or (2) in the event of ongoing deep self-exploration on the second person's part to be fully with him in his deepest moments.

EXAMPLE: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his deepest feelings.

# APPENDIX J

# CARKHUFF SCALE FOR THE MEASUREMENT OF GENUINENESS

## FACILITATIVE GENUINENESS IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT

### *Level 1*

The first person's verbalizations are clearly unrelated to what he is feeling at the moment, or his only genuine responses are negative in regard to the second person(s) and appear to have a totally destructive effect upon the second person.

EXAMPLE: The first person may be defensive in his interaction with the second person(s) and this defensiveness may be demonstrated in the content of his words or his voice quality. Where he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the inner experiencing of the first person(s) and his current verbalizations. Where there is no discrepance, the first person's reactions are employed solely in a destructive fashion.

### *Level 2*

The first person's verbalizations are slightly unrelated to what he is feeling at the moment, or when his responses are genuine they are negative in regard to the second person; the first person does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

EXAMPLE: The first person may respond to the second person(s) in a "professional" manner that has a rehearsed quality or a quality concerning the way a helper "should" respond in that situation.

In summary, the first person is usually responding according to his prescribed role rather than expressing what he personally feels or means. When he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry.

### *Level 3*

The first person provides no "negative" cues between what he says and what he feels, but he provides no positive cues to indicate a really genuine response to the second person(s).

EXAMPLE: The first person may listen and follow the second person(s) but commits nothing more of himself.

In summary, the first person appears to make appropriate responses that do not seem insincere but that do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

*Level 4*

The facilitator presents some positive cues indicating a genuine response (whether positive or negative) in a nondestructive manner to the second person(s).

EXAMPLE: The facilitator's expressions are congruent with his feelings, although he may be somewhat hesitant about expressing them fully.

In summary, the facilitator responds with many of his own feelings, and there is no doubt as to whether he really means what he says. He is able to employ his responses, whatever their emotional content, as a basis for further inquiry into the relationship.

*Level 5*

The facilitator is freely and deeply himself in a nonexploitative relationship with the second person(s).

EXAMPLE: The facilitator is completely spontaneous in his interaction and open to experiences of all types, both pleasant and hurtful. In the event of hurtful responses the facilitator's comments are employed constructively to open a further area of inquiry for both the facilitator and the second person.

In summary, the facilitator is clearly being himself and yet employing his own genuine responses constructively.

# APPENDIX K

# COMMUNICATION SKILLS INVENTORY

# MARKING KEY

## MARKING KEY

## COMMUNICATION SKILLS INVENTORY

I.D. No. ____________

Section ________

I. Below are a set of statements designed to measure your ability to distinguish between direct verbal expressions of feelings and indirect verbal expressions of feelings. In the answer column write an F for a direct expression and an I for an indirect expression.

Answer

__I__ 1. You make me mad.

__F__ 2. I'm confused.

__I__ 3. I feel that this is a poor exercise.

__I__ 4. You're disgusting.

__F__ 5. I feel like leaving the room.

__I__ 6. I feel that we have hurt each other.

__I__ 7. Did you ever hear of service as lousy as that?

__F__ 8. I feel angry.

__I__ 9. I feel that they both got what they deserved.

__I__ 10. People aren't pleased with what you've done.

II. Below are a set of statements designed to measure your ability to distinguish between behaviors which tend to block off the expression of another person's ideas or feelings, behaviors which tend to facilitate the expression of another person's ideas or feelings, and behaviors which tend to be neutral in that they neither block nor facilitate the expression of the other person's ideas or feelings.

Each of the statements below is a possible response to a statement made by John who after taking this test shakes his head and says "this sure is a strange test." In the answer column, write a B for blocking, and F for facilitating, and an N for neutral.

Remember, each statement is to be taken as a response to John's statement, "this sure is a strange test."

Answer

__B/N__ 1. You should have seen the one I took last year.

__F__ 2. Are you saying it made you feel insecure about your ability to communicate?

B/N 3. You can say that again.

B 4. Don't take it so seriously. It's only a measure of your starting point.

B 5. Yeah, but it makes you examine your knowledge of communication, doesn't it?

N 6. What do you mean?

B/N 7. Yes. And it was boring too.

B/N 8. Do you have a lot of difficulty in communicating with others?

F 9. I imagine you're feeling a bit shaken up by it. Is that true?

N/B 10. Do you mean it was weird?

III. This set of items is designed to measure your ability to distinguish between descriptive observations (what can be seen or heard) of others and inferential statements (what is imagined) about others.

A person named Joan is observing a scene involving Ron, Sarah, and Martin. The sentences below represent the observations and inferences which Joan is making about this scene.

In the answer column place an O for observation and an I for inference.

Remember, these are all statements made by Joan about the scene she is observing.

Answer

0 1. Ron and Sarah are sitting in the dining room.

0/I 2. Martin is pacing nervously outside.

0 3. Sarah told Ron that Martin is cold and inconsiderate of her feelings.

I 4. I can see Sarah is a bit inconsiderate herself.

I 5. You can see by the way they are holding hands that Ron and Sarah have strong feelings for each other.

0 6. Martin came into the dining room and began shouting.

0 7. His face is flushed.

I 8. He is very angry.

I 9. The situation is tense for all three of them.

I 10. Sarah was trying to make Martin jealous.

IV. This part of the baseline test is focused on "open" communications and giving and receiving feedback about one's behavior in work-related activities. It has been stated that open communications will help a management team function more effectively. The task is to read an interchange between two members of a team and examine the reasons why the exchange is ineffective. The instructions follow the interchange.

1. Mike: "Paul, I'd like to talk with you about our relationship when working together on the team. I think you should pay more attention to what others have to say."

2. Paul: "I do pay attention. I listen to what the others are saying, but I don't agree with them very often."

3. Mike: "But I'm not talking about when you disagree. I'm saying that you don't pay attention very much even when there's no disagreement. I know this because you are frequently irrelevant."

4. Paul: "I see."

5. Mike: "It feels good to know you're listening for a change. Everyone is pretty upset about this behavior of yours."

6. Paul: "Now you're ganging up on me. I feel that's unfair."

7. Mike: "By ganging up, I imagine you're referring to me saying 'everyone is pretty upset'; is that right?"

8. Paul: "Yes, and the fact that you talk about me whenever I'm not around."

9. Mike: "Well that's a strange thing to say. We're not a police state watching you all the time you know."

For each numbered paragraph, comment on what the person was doing and make suggestions as to what, if anything, he could have done differently or in addition to make the feedback exchange more effective.

1. Initial contract invitation - (1) does not wait for other person to accept contract - (2) initiates with a control message (implicit blaming message)

2. (1) no paraphrase, (2) no response to feedback invitation

3. (1) unchecked inference, (2) no behavior description for "frequently irrelevant"

4. (1) no paraphrase, (2) closure remark suggesting understanding when there may in fact be misunderstanding.

5. (1) evaluative statement - not a feeling description
(2) generalization - not speaking specifically for self

6. (1) inference - unchecked

(2) evaluation - not a feeling description

7. paraphrase - o.k.

8. (1) clarification

(2) inference stated as fact

9. (1) evaluative response

(2) minimization ridicule message

# APPENDIX L

## T-TESTS FOR ORDER EFFECTS

Table L-1: Tests for Order Effects - Overall

| Variable | A Means | B Means | S.D.A. | S.D.B. | DF | T | p-Two-tail |
|---|---|---|---|---|---|---|---|
| Referent | 4.60 | 4.61 | 1.04 | 1.02 | 110 | -.103 | .882 |
| Content | 5.36 | 5.30 | .92 | .95 | 110 | 1.330 | .180 |
| Locus | 3.38 | 3.33 | .71 | .72 | 110 | 1.223 | .219 |
| Empathy | 1.51 | 1.61 | .65 | .71 | 110 | -2.580 | .010* |
| Genuineness | 1.68 | 1.71 | .59 | .61 | 110 | -.984 | .327 |

*indicates significance of.05 level of significance for two tailed tests

Table L-2: Summary of Tests for Order Effects by Experimental Condition and Stimulus

(Identifies variables with Two Tailed Significant Difference at .05 level using the Welch T-Test adjusted for unequal variance)

| Order A | Stimulus | Order B | Experimental Conditions<br>Pre-test Treatment Group | Pre-test Control Group | Post-test Treatment Group | Post-test Control Group |
|---|---|---|---|---|---|---|
| 1 | Non-immediate<br>Positive Affect | 8 | Referent F= -2.543<br>p= .018 | | | Content T= -2.542<br>p= .023<br>Genuineness T= 3.118<br>p= .006 |
| 2 | Immediate<br>Negative Affect | 5 | | | Referent T= 2.123<br>p= .040<br>Locus T= -2.410<br>p= .021 | |
| 3 | Single Bind | 9 | | | | |
| 4 | Unexplicated Ambiguity | 10 | | | | Genuineness T= 2.860<br>p= .009 |
| 5 | Immediate<br>Positive Affect | 2 | | | Locus T= 2.276<br>p= .028<br>Empathy T= -2.359<br>p= .023 | Referent T= 3.301<br>p= .001<br>Content T= 3.293<br>p= .006<br>Empathy T= -2.753<br>p= .011 |
| 6 | Double Bind | 12 | | | | Empathy T= 2.830<br>p= .012 |
| 7 | Immediate | 11 | | | | |

Table L-2: Continued.

| | | | Experimental Conditions | | | |
|---|---|---|---|---|---|---|
| Order A | Stimulus | Order B | Pretreatment Group | Precontrol Group | Posttreatment Group | Postcontrol Group |
| 8 | Non-immediate Negative Affect | 1 | | | | |
| 9 | Non-Binding | 3 | | | | |
| 10 | Explicated Ambiguity | 4 | | | | |
| 11 | Non-immediate | 7 | | | | |
| 12 | Explicit Contradiction | 6 | | | | |

L-3

## T-TESTS FOR ORDER EFFECTS - PRETREATMENT OBSERVATIONS (DF=26)

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 1 | R | 4.84 | 5.50 | 0.71 | 0.64 | -2.482 | .02 |
| | C | 4.98 | 5.45 | 0.90 | 0.42 | -1.593 | .12 |
| | L | 4.01 | 4.50 | 0.32 | 0.64 | -1.581 | .13 |
| | E | 1.20 | 1.72 | 0.81 | 0.84 | -0.067 | .95 |
| | G | 2.11 | 1.72 | 0.87 | 0.51 | 1.370 | .19 |
| 2 | R | 4.13 | 3.83 | 1.01 | 1.03 | 0.761 | .45 |
| | C | 5.06 | 5.14 | 0.97 | 0.83 | -0.245 | .81 |
| | L | 3.10 | 2.67 | 0.64 | 0.53 | 1.822 | .08 |
| | E | 1.52 | 1.54 | 0.67 | 0.82 | -0.056 | .96 |
| | G | 1.64 | 1.86 | 0.55 | 0.55 | -1.013 | .32 |
| 3 | R | 3.88 | 3.86 | 1.03 | 1.30 | 0.056 | .95 |
| | C | 5.31 | 5.27 | 0.54 | 0.52 | 0.170 | .87 |
| | L | 3.17 | 3.39 | 0.72 | 0.64 | -0.822 | .42 |
| | E | 1.44 | 1.90 | 0.53 | 0.83 | -1.687 | .18 |
| | G | 1.79 | 1.86 | 0.39 | 0.79 | -0.453 | .65 |
| 4 | R | 4.81 | 4.74 | 0.97 | 0.69 | 0.206 | .84 |
| | C | 5.37 | 5.49 | 0.83 | 0.67 | -0.389 | .70 |
| | L | 3.13 | 2.65 | 0.67 | 0.66 | 1.838 | .08 |
| | E | 1.50 | 1.54 | 0.61 | 0.52 | -0.202 | .84 |
| | G | 1.64 | 1.50 | 0.63 | 0.31 | 0.713 | .49 |
| 5 | R | 3.89 | 3.96 | 0.99 | 0.91 | -0.213 | .83 |
| | C | 4.31 | 4.41 | 0.70 | 0.88 | -0.329 | .74 |
| | L | 3.34 | 2.84 | 0.76 | 0.52 | 1.884 | .07 |
| | E | 1.94 | 2.13 | 0.65 | 0.67 | -0.758 | .45 |
| | G | 1.88 | 2.18 | 0.48 | 0.68 | -1.361 | .19 |

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 6 | R | 4.59 | 4.26 | 0.92 | 0.88 | 0.944 | .35 |
| | C | 5.32 | 5.27 | 0.78 | 0.65 | 0.158 | .87 |
| | L | 3.80 | 3.59 | 0.71 | 0.49 | 0.856 | .40 |
| | E | 1.79 | 1.95 | 0.70 | 0.68 | -0.591 | .56 |
| | G | 1.38 | 1.81 | 0.57 | 0.40 | 0.321 | .75 |
| 7 | R | 4.55 | 4.76 | 0.83 | 0.60 | -0.695 | .49 |
| | C | 6.15 | 5.62 | 0.70 | 0.72 | 1.934 | .06 |
| | L | 3.55 | 3.61 | 0.42 | 0.43 | -0.401 | .69 |
| | E | 1.26 | 1.54 | 0.43 | 0.61 | -1.420 | .17 |
| | G | 1.67 | 1.54 | 0.61 | 0.47 | 0.603 | .55 |
| 8 | R | 5.55 | 5.44 | 0.91 | 0.75 | 0.317 | .75 |
| | C | 6.00 | 5.50 | 0.86 | 0.55 | 1.687 | .10 |
| | L | 3.66 | 3.97 | 0.47 | 0.35 | -1.784 | .09 |
| | E | 1.50 | 1.54 | 0.68 | 0.75 | -0.164 | .87 |
| | G | 1.29 | 1.36 | 0.30 | 0.32 | -0.570 | .57 |
| 9 | R | 3.57 | 4.01 | 0.78 | 1.00 | -1.297 | .21 |
| | D | 4.76 | 4.75 | 1.18 | 0.96 | 0.036 | .97 |
| | L | 3.08 | 3.14 | 0.64 | 0.79 | -0.237 | .81 |
| | E | 1.38 | 1.40 | 0.41 | 0.53 | -0.147 | .88 |
| | G | 1.94 | 2.04 | 0.39 | 0.47 | -0.636 | .53 |
| 10 | R | 5.26 | 4.90 | 0.78 | 0.97 | 1.073 | .29 |
| | C | 5.81 | 5.69 | 0.66 | 0.74 | 0.432 | .67 |
| | L | 3.51 | 3.54 | 0.76 | 0.49 | -0.106 | .92 |
| | E | 1.26 | 1.27 | 0.39 | 0.41 | -0.051 | .96 |
| | G | 1.44 | 1.45 | 0.46 | 0.41 | -0.077 | .94 |
| 11 | R | 4.93 | 4.96 | 0.92 | 0.72 | -0.097 | .97 |
| | C | 6.08 | 6.03 | 0.90 | 0.53 | 0.156 | .88 |
| | L | 3.20 | 3.50 | 0.52 | 0.50 | -1.491 | .15 |
| | E | 1.41 | 1.22 | 0.71 | 0.34 | 0.797 | .43 |
| | G | 1.67 | 1.40 | 0.46 | 0.43 | 1.519 | .14 |

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 12 | R | 4.72 | 4.62 | 0.74 | 0.73 | 0.340 | .74 |
|  | C | 5.06 | 4.94 | 0.59 | 0.61 | 0.517 | .61 |
|  | L | 3.88 | 3.69 | 0.85 | 0.65 | 0.629 | .53 |
|  | E | 1.44 | 1.27 | 0.55 | 0.46 | 0.831 | .41 |
|  | G | 2.02 | 2.04 | 0.67 | 0.41 | -0.070 | .94 |

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## T-TESTS FOR ORDER EFFECTS - PRECONTROL OBSERVATIONS (DF=20)

| Stimulus Items | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 1 | R | 5.04 | 5.47 | 0.57 | 0.47 | -1.864 | .08 |
| | C | 5.10 | 5.22 | 0.80 | 1.20 | -0.281 | .78 |
| | L | 4.00 | 3.95 | 0.49 | 0.22 | 0.297 | .77 |
| | E | 1.65 | 1.83 | 0.62 | 1.03 | -0.509 | .62 |
| | G | 1.88 | 1.77 | 0.65 | 0.56 | 0.398 | .69 |
| 2 | R | 3.95 | 4.06 | 1.27 | 1.05 | -0.202 | .84 |
| | C | 5.07 | 5.22 | 1.16 | 0.85 | -0.329 | .75 |
| | L | 2.63 | 2.83 | 0.56 | 0.59 | -0.802 | .43 |
| | E | 1.50 | 1.11 | 0.81 | 0.22 | 1.384 | .18 |
| | G | 1.53 | 1.88 | 0.51 | 0.85 | -1.196 | .25 |
| 3 | R | 3.55 | 3.83 | 1.15 | 1.05 | -0.583 | .57 |
| | C | 5.33 | 5.04 | 0.85 | 0.62 | 0.857 | .40 |
| | L | 3.09 | 3.18 | 0.53 | 0.54 | -0.418 | .68 |
| | E | 1.96 | 1.66 | 1.00 | 0.70 | 0.754 | .46 |
| | G | 1.80 | 1.55 | 0.72 | 0.39 | 0.950 | .35 |
| 4 | R | 5.04 | 5.15 | 0.69 | 1.32 | -0.246 | .81 |
| | C | 5.54 | 5.86 | 0.80 | 0.74 | -0.955 | .35 |
| | L | 3.30 | 3.01 | 0.64 | 0.40 | 1.192 | .25 |
| | E | 1.38 | 1.16 | 0.61 | 0.35 | 0.951 | .35 |
| | G | 1.50 | 1.44 | 0.40 | 0.68 | 0.239 | .81 |
| 5 | R | 3.70 | 3.49 | 0.73 | 1.14 | 0.535 | .60 |
| | C | 4.51 | 3.90 | 1.02 | 0.35 | 1.696 | .10 |
| | L | 3.09 | 3.13 | 0.55 | 0.43 | -0.189 | .85 |
| | E | 2.03 | 2.33 | 0.85 | 0.96 | -0.754 | .46 |
| | G | 2.11 | 2.22 | 0.86 | 0.97 | -0.271 | .79 |

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 6 | R | 4.32 | 4.74 | 1.01 | 1.09 | -0.930 | .36 |
|  | C | 4.89 | 5.37 | 0.78 | 0.62 | -1.536 | .14 |
|  | L | 3.88 | 3.91 | 0.88 | 0.85 | -0.075 | .94 |
|  | E | 2.07 | 1.61 | 0.78 | 0.69 | 1.428 | .17 |
|  | G | 1.84 | 1.66 | 0.37 | 0.70 | 0.775 | .45 |
| 7 | R | 4.43 | 4.53 | 0.61 | 0.48 | -0.417 | .68 |
|  | C | 5.91 | 5.74 | 1.00 | 0.38 | 0.471 | .64 |
|  | L | 3.66 | 3.36 | 0.44 | 0.57 | 1.361 | .19 |
|  | E | 1.15 | 1.16 | 0.31 | 0.35 | -0.089 | .93 |
|  | G | 1.57 | 1.27 | 0.44 | 0.36 | 1.654 | .11 |
| 8 | R | 5.54 | 5.80 | 0.74 | 0.21 | -0.992 | .33 |
|  | C | 5.73 | 5.50 | 0.39 | 0.53 | 1.132 | .27 |
|  | L | 3.85 | 3.60 | 0.66 | 0.54 | 0.914 | .37 |
|  | E | 1.26 | 1.33 | 0.25 | 0.43 | -0.435 | .67 |
|  | G | 1.30 | 1.11 | 0.32 | 0.22 | 1.574 | .13 |
| 9 | R | 3.56 | 3.67 | 0.82 | 0.69 | -0.337 | .74 |
|  | C | 4.60 | 4.88 | 0.75 | 0.91 | -0.788 | .44 |
|  | L | 2.78 | 2.81 | 0.94 | 0.37 | -0.082 | .94 |
|  | E | 1.50 | 1.55 | 0.64 | 0.68 | -0.194 | .85 |
|  | G | 2.23 | 2.22 | 0.69 | 0.75 | 0.027 | .96 |
| 10 | R | 5.19 | 5.47 | 0.92 | 0.45 | -0.838 | .41 |
|  | C | 5.74 | 5.65 | 0.42 | 0.31 | 0.545 | .59 |
|  | L | 3.10 | 3.38 | 0.72 | 0.68 | -0.890 | .38 |
|  | E | 1.11 | 1.00 | 0.39 | 0.41 | -0.051 | .96 |
|  | G | 1.50 | 1.33 | 0.28 | 0.35 | 1.215 | .24 |
| 11 | R | 4.84 | 4.74 | 6.01 | 5.90 | 0.038 | .97 |
|  | C | 5.97 | 6.22 | 7.34 | 7.13 | -0.073 | .94 |
|  | L | 3.61 | 3.37 | 3.88 | 4.16 | 0.140 | .89 |
|  | E | 1.50 | 1.16 | 1.93 | 1.57 | 0.427 | .67 |
|  | G | 1.42 | 1.33 | 2.10 | 1.77 | 0.184 | .92 |

| Stimulus Item | Variable | Means<br>Order A | <br>Order B | Std. Deviation<br>A | <br>B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 12 | R | 4.97 | 5.10 | 5.74 | 5.57 | -0.051 | .96 |
| | C | 5.22 | 5.36 | 6.11 | 5.38 | -0.053 | .96 |
| | L | 3.80 | 3.93 | 4.77 | 4.47 | -0.066 | .95 |
| | E | 1.15 | 1.33 | 1.85 | 1.62 | -0.234 | .82 |
| | G | 1.73 | 2.05 | 2.59 | 2.58 | -0.288 | .78 |

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## T-TESTS FOR ORDER EFFECTS - POSTTREATMENT OBSERVATIONS (DF=37)

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 1 | R | 5.05 | 5.23 | 0.75 | 0.75 | -0.722 | .47 |
|  | C | 5.04 | 4.71 | 0.68 | 1.29 | 0.990 | .33 |
|  | L | 3.88 | 3.83 | 0.36 | 0.67 | 0.316 | .75 |
|  | E | 1.80 | 1.71 | 0.78 | 0.67 | 0.381 | .71 |
|  | G | 1.87 | 1.89 | 0.60 | 0.75 | -0.090 | .93 |
| 2 | R | 4.28 | 3.80 | 0.71 | 0.70 | 2.123 | .04* |
|  | C | 5.29 | 5.33 | 0.79 | 0.82 | -0.156 | .88 |
|  | L | 2.44 | 2.80 | 0.45 | 0.47 | -2.413 | .02* |
|  | E | 1.42 | 1.52 | 0.65 | 0.77 | -0.442 | .66 |
|  | G | 1.80 | 1.84 | 0.84 | 0.74 | -0.164 | .87 |
| 3 | R | 3.75 | 4.02 | 0.91 | 0.87 | -0.921 | .36 |
|  | C | 5.00 | 5.02 | 0.69 | 0.85 | -0.063 | .95 |
|  | L | 2.94 | 3.11 | 0.49 | 0.72 | -0.823 | .42 |
|  | E | 1.75 | 1.76 | 0.83 | 0.75 | -0.051 | .96 |
|  | G | 1.62 | 1.76 | 0.64 | 0.69 | -0.643 | .52 |
| 4 | R | 4.91 | 5.25 | 0.78 | 0.65 | -1.462 | .15 |
|  | C | 5.69 | 5.87 | 0.60 | 0.92 | -0.700 | .49 |
|  | L | 2.89 | 2.91 | 0.56 | 0.83 | -0.104 | .92 |
|  | E | 1.47 | 1.57 | 0.88 | 0.58 | -0.432 | .67 |
|  | G | 1.67 | 1.68 | 0.63 | 0.58 | -0.047 | .96 |
| 5 | R | 4.35 | 3.90 | 0.86 | 0.87 | 1.606 | .12 |
|  | C | 4.68 | 4.21 | 0.86 | 1.49 | 1.216 | .23 |
|  | L | 3.04 | 2.55 | 0.60 | 0.74 | 2.287 | .03* |
|  | E | 1.85 | 2.42 | 0.77 | 0.73 | -2.355 | .02* |
|  | G | 1.72 | 2.07 | 0.59 | 0.60 | -1.993 | .05 |

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 6 | R | 4.89 | 4.85 | 0.77 | 1.04 | 0.132 | .90 |
| | C | 5.07 | 5.38 | 0.55 | 0.60 | -1.692 | .10 |
| | L | 3.77 | 3.64 | 0.72 | 0.99 | 0.475 | .63 |
| | E | 1.87 | 2.18 | 0.77 | 0.83 | -1.197 | .24 |
| | G | 1.62 | 1.86 | 0.45 | 0.54 | -1.510 | .14 |
| 7 | R | 4.60 | 4.77 | 0.49 | 0.79 | -0.795 | .43 |
| | C | 5.91 | 5.49 | 0.88 | 0.57 | 1.745 | .09 |
| | L | 3.35 | 3.38 | 0.45 | 0.41 | -0.147 | .88 |
| | E | 1.40 | 1.50 | 0.47 | 0.57 | -0.591 | .56 |
| | G | 1.42 | 1.52 | 0.37 | 0.48 | -0.733 | .47 |
| 8 | R | 5.52 | 5.31 | 0.74 | 0.75 | 0.895 | .38 |
| | C | 5.95 | 5.50 | 0.85 | 0.64 | 1.833 | .07 |
| | L | 3.47 | 3.74 | 0.44 | 0.57 | -1.643 | .11 |
| | E | 1.67 | 1.68 | 0.59 | 0.74 | -0.042 | .97 |
| | G | 1.37 | 1.26 | 0.27 | 0.30 | 1.201 | .24 |
| 9 | R | 3.77 | 3.70 | 1.06 | 0.81 | 0.246 | .81 |
| | C | 4.80 | 4.69 | 0.87 | 0.91 | 0.377 | .71 |
| | L | 2.85 | 2.98 | 0.63 | 0.47 | -0.748 | .46 |
| | E | 1.60 | 1.68 | 0.66 | 0.71 | -0.383 | .70 |
| | G | 2.17 | 2.18 | 0.74 | 0.53 | -0.044 | .97 |
| 10 | R | 5.13 | 5.20 | 0.87 | 0.48 | -0.333 | .74 |
| | C | 5.52 | 5.72 | 0.56 | 0.74 | -0.931 | .36 |
| | L | 3.29 | 3.05 | 0.61 | 0.56 | 1.279 | .21 |
| | E | 1.15 | 1.28 | 0.32 | 0.41 | -1.160 | .25 |
| | G | 1.50 | 1.44 | 0.56 | 0.46 | 0.316 | .75 |
| 11 | R | 4.94 | 4.66 | 6.27 | 5.22 | 0.152 | .88 |
| | C | 6.27 | 6.15 | 7.65 | 6.51 | 0.049 | .96 |
| | L | 3.43 | 3.33 | 4.33 | 3.69 | 0.075 | .94 |
| | E | 1.25 | 1.63 | 2.01 | 1.47 | -0.670 | .51 |
| | G | 1.50 | 1.76 | 2.12 | 1.58 | -0.435 | .67 |

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 12 | R | 4.15 | 4.22 | 6.25 | 5.28 | -0.034 | .97 |
| | C | 4.82 | 5.05 | 6.57 | 5.49 | -0.119 | .91 |
| | L | 3.62 | 3.47 | 4.97 | 4.11 | 0.105 | .92 |
| | E | 1.57 | 1.55 | 1.86 | 1.58 | 0.040 | .97 |
| | G | 1.72 | 1.73 | 2.55 | 2.31 | -0.015 | .99 |

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## T-TESTS FOR ORDER EFFECTS - POSTCONTROL OBSERVATIONS (DF=21)

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 1 | R | 5.24 | 4.76 | 0.75 | 1.44 | 1.045 | .31 |
| | C | 5.59 | 4.44 | 0.94 | 0.97 | 2.758 | .01* |
| | L | 4.04 | 3.83 | 0.36 | 0.41 | 1.268 | .22 |
| | E | 1.30 | 1.62 | 0.62 | 0.74 | -1.117 | .28 |
| | G | 1.40 | 2.25 | 0.68 | 0.80 | -2.670 | .01* |
| 2 | R | 4.56 | 3.45 | 0.90 | 0.76 | 2.960 | .01* |
| | C | 5.30 | 5.02 | 0.98 | 1.10 | 0.615 | .54 |
| | L | 2.61 | 2.59 | 0.57 | 0.41 | 0.119 | .91 |
| | E | 1.16 | 1.50 | 0.40 | 0.59 | -1.587 | .13 |
| | G | 1.56 | 1.68 | 0.45 | 0.45 | -0.602 | .55 |
| 3 | R | 3.96 | 4.56 | 1.29 | 0.81 | -1.181 | .25 |
| | C | 5.31 | 5.12 | 0.89 | 0.51 | 0.546 | .59 |
| | L | 3.05 | 3.55 | 0.79 | 0.76 | -1.484 | .15 |
| | E | 1.66 | 1.37 | 0.58 | 0.51 | 1.178 | .25 |
| | G | 1.43 | 1.50 | 0.49 | 0.46 | -0.314 | .76 |
| 4 | R | 4.56 | 5.31 | 1.19 | 0.64 | -1.651 | .11 |
| | C | 5.30 | 5.79 | 0.88 | 1.05 | -1.171 | .25 |
| | L | 3.30 | 3.20 | 0.76 | 0.61 | 0.331 | .74 |
| | E | 1.26 | 1.50 | 0.37 | 0.80 | -0.962 | .35 |
| | G | 1.90 | 1.25 | 0.71 | 0.37 | 2.390 | .03* |
| 5 | R | 4.59 | 3.45 | 0.74 | 0.64 | 3.632 | .00* |
| | C | 4.82 | 3.69 | 0.66 | 0.83 | 3.531 | .00* |
| | L | 3.15 | 2.90 | 0.56 | 0.52 | 1.028 | .32 |
| | E | 1.83 | 2.62 | 0.85 | 0.51 | -2.371 | .03* |
| | G | 1.70 | 2.18 | 0.56 | 0.70 | -1.819 | .08 |

| Stimulus Item | Variable | Means Order A | Means Order B | Std. Deviation A | Std. Deviation B | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
| 6 | R | 4.97 | 4.72 | 0.92 | 0.72 | 0.640 | .53 |
| | C | 5.34 | 5.16 | 0.83 | 0.70 | 0.521 | .61 |
| | L | 3.85 | 3.85 | 0.49 | 0.42 | -0.002 | |
| | E | 1.70 | 2.62 | 0.75 | 0.74 | -2.821 | .01* |
| | G | 1.66 | 1.81 | 0.58 | 0.59 | -0.564 | .58 |
| 7 | R | 4.68 | 4.87 | 1.02 | 0.60 | -0.469 | .64 |
| | C | 5.60 | 6.03 | 0.42 | 0.84 | -1.650 | .11 |
| | L | 3.63 | 3.66 | 0.61 | 0.37 | -0.093 | .93 |
| | E | 1.43 | 1.12 | 0.49 | 0.23 | 1.653 | .11 |
| | G | 1.40 | 1.50 | 0.38 | 0.46 | -0.551 | .59 |
| 8 | R | 5.65 | 5.74 | 0.68 | 0.41 | -0.333 | .74 |
| | C | 6.10 | 5.70 | 0.65 | 1.00 | 1.148 | .26 |
| | L | 3.72 | 3.73 | 0.50 | 0.57 | -0.069 | .94 |
| | E | 1.33 | 1.50 | 0.36 | 0.46 | -0.955 | .35 |
| | G | 1.26 | 1.31 | 0.32 | 0.37 | -0.309 | .76 |
| 9 | R | 3.54 | 3.84 | 1.15 | 0.54 | -0.692 | .50 |
| | C | 5.15 | 4.89 | 1.02 | 0.54 | 0.665 | .51 |
| | L | 2.77 | 2.84 | 0.95 | 0.45 | -0.185 | .85 |
| | E | 1.16 | 1.31 | 0.30 | 0.53 | -0.840 | .41 |
| | G | 1.73 | 1.68 | 0.56 | 0.70 | 0.170 | .87 |
| 10 | R | 5.28 | 5.40 | 0.89 | 0.62 | -0.348 | .73 |
| | C | 6.01 | 5.68 | 0.57 | 0.62 | 1.259 | .22 |
| | L | 3.53 | 3.53 | 0.35 | 0.76 | 0.002 | |
| | E | 1.16 | 1.25 | 0.36 | 0.37 | -0.518 | .61 |
| | G | 1.26 | 1.50 | 0.37 | 0.37 | -1.426 | .17 |
| 11 | R | 4.97 | 4.65 | 9.44 | 11.38 | 0.071 | .94 |
| | C | 6.15 | 6.22 | 11.66 | 14.58 | -0.012 | .99 |
| | L | 3.59 | 3.39 | 6.52 | 8.08 | 0.064 | .95 |
| | E | 1.36 | 1.62 | 2.81 | 3.64 | -0.189 | .84 |
| | G | 1.60 | 1.68 | 3.07 | 3.90 | -0.059 | .95 |

| Stimulus Item | Variable | Means |  | Std. Deviation |  | T | 2-Tail Probabilities |
|---|---|---|---|---|---|---|---|
|  |  | Order A | Order B | A | B |  |  |
| 12 | R | 4.55 | 4.50 | 8.88 | 10.99 | 0.012 | .99 |
|  | C | 5.27 | 4.90 | 9.64 | 12.14 | 0.080 | .94 |
|  | L | 3.60 | 3.56 | 7.25 | 8.74 | 0.013 | .99 |
|  | E | 1.43 | 1.43 | 2.92 | 3.64 | -0.003 |  |
|  | G | 2.03 | 2.00 | 3.66 | 4.72 | 0.018 | .99 |

# APPENDIX M

# STATISTICAL RESULTS FOR MAJOR HYPOTHESIS TESTS

Table M-1: Correlations for Untrained Subjects

| | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Referent | | | | | |
| Content | .522 | | | | |
| Locus | .407 | .142 | | | |
| Empathy | -.241 | -.377 | -.017 | | |
| Genuineness | -.401 | -.460 | -.074 | .393 | |

Table M-2: T-values to Test Ho: R = 0 for Untrained Subject Correlations

| | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Referent | | | | | |
| Content | 18.076* | | | | |
| Locus | 13.183* | 4.228* | | | |
| Empathy | -7.332* | -12.047* | -0.515 | | |
| Genuineness | -12.946* | -15.336* | -2. 88* | 12.623* | |

d.f. = 71 (correlations over 876 observations but for only 73 subjects)
*indicates significance at the .05 level of significance

Table M-3: Correlations for Trained Subjects

| | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Referent | | | | | |
| Content | .378 | | | | |
| Locus | .384 | .145 | | | |
| Empathy | -.193 | -.329 | -.044 | | |
| Genuineness | -.293 | -.320 | -.056 | .404 | |

Table M-4: T-values to Test Ho: R = 0 for Trained Subject Correlations

| | Referent | Content | Locus | Empathy | Genuineness |
|---|---|---|---|---|---|
| Roferent | - | | | | |
| Content | 8.808* | | | | |
| Locus | 8.982* | 3.153* | | | |
| Empathy | -4.242* | -7.518* | -.944 | | |
| Genuineness | -6.605* | -7.298* | -1.213 | 9.534* | |

d.f. = 37 (correlations over 468 observations but for only 39 subjects)

*indicates significance at .05 level of significance

Table M-5 : Tests for Training Effects Using Averaged Ratings

(* indicates significance at the .05 level)

*REFERENT DIMENSION*

Adjusted Analysis of Variance

| Source | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Pre/Post | .0951 | 1 | .0951 | .724 | .397 |
| Training | .0656 | 1 | .0656 | .499 | .481 |
| Interaction | .0306 | 1 | .0306 | .233 | .630 |
| Error | 14.181 | 108 | .1313 | | |

Cell Means

| | Pre | Post |
|---|---|---|
| Untrained | 4.581 | 4.679 |
| Trained | 4.569 | 4.599 |

*CONTENT DIMENSION*

Adjusted Analysis of Variance

| Source | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Pre/Post | .0094 | 1 | .0094 | .125 | .724 |
| Training | .0589 | 1 | .0589 | .785 | .378 |
| Interaction | .0905 | 1 | .0905 | 1.204 | .275 |
| Error | 8.1143 | 108 | .0751 | | |

Table M-5 : Continued

Cell Means

| | Pre | Post |
|---|---|---|
| Untrained | 5.317 | 5.404 |
| Trained | 5.334 | 5.305 |

*LOCUS DIMENSION*

Adjusted Analysis of Variance

| Source | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Pre/Post | .3394 | 1 | .3399 | 4.154 | .044* |
| Training | .1133 | 1 | .1133 | 1.385 | .242 |
| Interaction | .2785 | 1 | .2785 | 3.404 | .068 |
| Error | 8.837 | 108 | .0818 | | |

Cell Means

| | Pre | Post |
|---|---|---|
| Untrained | 3.394 | 3.403 |
| Trained | 3.439 | 3.244 |

*EMPATHY CONDITION*

Adjusted Analysis of Variance

| Source | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Pre/Post | .0714 | 1 | 714 | .721 | .398 |
| Training | .3245 | 1 | .3245 | 3.277 | .073 |
| Interaction | .0715 | 1 | .0715 | .722 | .397 |
| Error | 10.6948 | 108 | .0990 | | |

Cell Means

| | Pre | Post |
|---|---|---|
| Untrained | 1.491 | 1.480 |
| Trained | 1.545 | 1.638 |

Table M-5 : Continued

*GENUINENESS CONDITION*

Adjusted Analysis of Variance

| Source | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Pre/Post | .0607 | 1 | .0607 | 1.251 | .266 |
| Training | .1533 | 1 | .1533 | 3.157 | .078 |
| Interaction | .0057 | 1 | .0057 | .177 | .733 |
| Error | 5.2436 | 108 | .0486 | | |

Cell Means

| | Pre | Post |
|---|---|---|
| Untrained | 1.686 | 1.621 |
| Trained | 1.746 | 1.710 |

Table M-6: Contrasts for Means for Training Effects on Immediate Stimulus (* indicates significance at the .05 level, † indicates in the predicted direction)

| | Trained | Untrained | $MS_w$ | n | g | |
|---|---|---|---|---|---|---|
| Locus | 3.370 | 3.648 | .2196 | 30 | -3.233 | * † |

Table M-7: Contrasts for Means for Training Effects on the Unexplicated Stimulus (* indicates significance at the .05 level, † indicates in the predicted direction)

| | Trained | Untrained | $MS_w$ | n | g | |
|---|---|---|---|---|---|---|
| Locus | 2.905 | 3.273 | .4590 | 30 | -2.968 | * † |

(n = average cell size when unequal cells)

Table M-8: Contrasts for Means for Training Effects on the Explicated Stimulus (* indicates significance at the .05 level, † indicates in the predicted direction)

| | Trained | Untrained | $MS_w$ | n | g | |
|---|---|---|---|---|---|---|
| Locus | 3.176 | 3.535 | .3862 | 30 | -3.177 | * † |

(n = average cell size when unequal cells)

Table M-9: Contrasts for Means for Training Effects on the Non Binding Stimulus (* indicates significance at the .05 level, † indicates in the predicted direction)

| | Trained | Untrained | $MS_w$ | n | g | |
|---|---|---|---|---|---|---|
| Empathy | 1.641 | 1.217 | .3269 | 30 | 4.077 | * † |
| Genuineness | 2.179 | 1.717 | .3589 | 30 | 4.239 | * † |

(n = average cell size when unequal cells)

Table M-10: Contrasts for Means for Training Effects on the Single Bind Stimulus (* indicates significance at the .05 level, † indicates in the predicted direction)

| | Trained | Untrained | $MS_w$ | n | g | |
|---|---|---|---|---|---|---|
| Referent | 3.887 | 4.174 | .1106 | 30 | -4.705 | * † |

Table M-11: Interaction Effects under Non-Immediacy *versus* Immediacy Stimulus Conditions

## 1. REFERENT

| | Immediate | | | Non-Immediate | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 4.639 | 4.691 | Trained | 4.949 | 4.810 |
| Untrained | 4.478 | 4.751 | Untrained | 4.807 | 4.865 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .197 | 1 | .367 | .546 | |
| Training | .118 | 1 | .219 | .640 | |
| Stimulus | 2.535 | 1 | 4.709 | .031 | * |
| Pre/Post x Training | .582 | 1 | 1.081 | .299 | |
| Training x Stimulus | .000 | 1 | .001 | .971 | |
| Pre/Post x Stimulus | .550 | 1 | 1.022 | .313 | |
| Three way | .002 | 1 | .004 | .950 | |
| Error | .538 | 216 | | | |

## 2. CONTENT

| | Immediate | | | Non-Immediate | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 5.945 | 5.710 | Trained | 6.068 | 6.216 |
| Untrained | 5.843 | 5.753 | Untrained | 6.076 | 6.182 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .017 | 1 | .035 | .851 | |
| Training | .024 | 1 | .051 | .822 | |
| Stimulus | 5.543 | 1 | 11.784 | .000 | * |
| Pre/Post x Training | .036 | 1 | .077 | .782 | |
| Training x Stimulus | .004 | 1 | .008 | .930 | |
| Pre/Post x Stimulus | 1.121 | 1 | 2.384 | .124 | |
| Three Way | .117 | 1 | .249 | .618 | |
| Error | .470 | 1 | | | |

Table M-11: Continued

### 3. LOCUS

| | Immediate | | | Non-Immediate | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 3.579 | 3.370 | Trained | 3.321 | 3.383 |
| Untrained | 3.545 | 3.648 | Untrained | 3.520 | 3.528 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .005 | 1 | .019 | .889 | |
| Training | 1.152 | 1 | 4.913 | .028 | * |
| Stimulus | .502 | 1 | 2.142 | .145 | |
| Pre/Post x Training | .222 | 1 | .946 | .332 | |
| Training x Stimulus | .034 | 1 | .147 | .702 | |
| Pre/Post x Stimulus | .103 | 1 | .441 | .507 | |
| Three Way | .448 | 1 | 1.912 | .168 | |
| Error | .234 | 216 | | | |

### 4. EMPATHY

| | Immediate | | | Non-Immediate | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.375 | 1.449 | Trained | 1.339 | 1.436 |
| Untrained | 1.159 | 1.326 | Untrained | 1.364 | 1.457 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .616 | 1 | 2.339 | .128 |
| Training | .287 | 1 | 1.089 | .298 |
| Stimulus | .273 | 1 | 1.037 | .310 |
| Pre/Post x Training | .027 | 1 | .101 | .751 |
| Training x Stimulus | .489 | 1 | 1.859 | .174 |
| Pre/Post x Stimulus | .009 | 1 | .033 | .856 |
| Three Way | .031 | 1 | .119 | .731 |
| Error | .263 | 216 | | |

Table M-11: Continued

5. GENUINENESS

|  | Immediate |  |  | Non-Immediate |  |
|---|---|---|---|---|---|
|  | Pre | Post |  | Pre | Post |
| Trained | 1.625 | 1.474 | Trained | 1.571 | 1.628 |
| Untrained | 1.455 | 1.435 | Untrained | 1.386 | 1.630 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .057 | 11 | .259 | .611 |
| Training | .513 | 1 | 2.351 | .127 |
| Stimulus | .173 | 1 | .780 | .375 |
| Pre/Post x Training | .337 | 1 | 1.542 | .216 |
| Training x Stimulus | .002 | 1 | .011 | .916 |
| Pre/Post x Stimulus | .739 | 1 | 3.382 | .067 |
| Three Way | .011 | 1 | .048 | .826 |
| Error | .218 | 216 |  |  |

(* indicates significant at the .05 level)

Table M-12: Interaction Effects under Non-Immediate Negative Affect *versus* Non-Immediate Positive Affect Stimulus Conditions

1. REFERENT

|  | Non-Immediate Positive |  |  | Non-Immediate Negative |  |
|---|---|---|---|---|---|
|  | Pre | Post |  | Pre | Post |
| Trained | 5.104 | 5.141 | Trained | 5.570 | 5.422 |
| Untrained | 5.223 | 5.077 | Untrained | 5.651 | 5.685 |

| Source | MS | df | F | P |  |
|---|---|---|---|---|---|
| Pre/Post | .089 | 1 | .157 | .692 |  |
| Training | .698 | 1 | 1.233 | .268 |  |
| Stimulus | 9.884 | 1 | 17.446 | .000 | * |
| Pre/Post x Training | .013 | 1 | .023 | .880 |  |
| Training x Stimulus | .401 | 1 | .708 | .401 |  |
| Pre/Post x Stimulus | .010 | 1 | .018 | .893 |  |
| Three Way | .311 | 1 | .549 | .459 |  |
| Error | .567 | 216 |  |  |  |

Table M-12: continued.

### 2. CONTENT

| | Non-Immediate Positive | | | Non-Immediate Negative | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 5.166 | 4.883 | Trained | 5.812 | 5.736 |
| Untrained | 5.152 | 5.195 | Untrained | 5.642 | 5.965 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .002 | 1 | .000 | .987 | |
| Training | .424 | 1 | .570 | .451 | |
| Stimulus | 25.334 | 1 | 34.095 | .000 | * |
| Pre/Post x Training | 1.742 | 1 | 2.345 | .127 | |
| Training x Stimulus | .189 | 1 | .256 | .614 | |
| Pre/Post x Stimulus | .791 | 1 | 1.065 | .303 | |
| Three Way | .018 | 1 | .024 | .878 | |
| Error | .743 | 216 | | | |

### 3. LOCUS

| | Non-Immediate Positive | | | Non-Immediate Negative | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 4.125 | 3.860 | Trained | 3.788 | 3.605 |
| Untrained | 3.983 | 3.976 | Untrained | 3.754 | 3.729 |

| Source | MS | df | F | | |
|---|---|---|---|---|---|
| Pre/Post | .765 | 1 | 3.073 | .081 | |
| Training | .014 | 1 | .056 | .813 | |
| Stimulus | 3.792 | 1 | 15.230 | .000 | * |
| Pre/Post x Training | .576 | 1 | 2.312 | .130 | |
| Training x Stimulus | .046 | 1 | .183 | .669 | |
| Pre/Post x Stimulus | .013 | 1 | .054 | .817 | |
| Three Way | .034 | 1 | .136 | .712 | |
| Error | .249 | 216 | | | |

Table M-12: Continued.

## 4. EMPATHY

| | Non-Immediate Positive | | | Non-Immediate Negative | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.714 | 1.756 | Trained | 1.518 | 1.679 |
| Untrained | 1.727 | 1.413 | Untrained | 1.295 | 1.391 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .007 | 1 | .002 | .968 | |
| Training | 2.353 | 1 | 5.259 | .023 | * |
| Stimulus | 1.757 | 1 | 3.929 | .049 | * |
| Pre/Post x Training | .593 | 1 | 1.325 | .250 | |
| Training x Stimulus | .108 | 1 | .241 | .624 | |
| Pre/Post x Stimulus | .933 | 1 | 2.086 | .150 | |
| Three Way | .281 | 1 | .628 | .429 | |
| Error | .447 | 216 | | | |

## 5. GENUINENESS

| | Non-Immediate Positive | | | Non-Immediate Negative | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.964 | 1.885 | Trained | 1.321 | 1.321 |
| Untrained | 1.841 | 1.696 | Untrained | 1.227 | 1.283 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .097 | 1 | .317 | .574 | |
| Training | .657 | 1 | 2.154 | .144 | |
| Stimulus | 16.599 | 1 | 54.417 | .000 | * |
| Pre/Post x Training | .000 | 1 | .001 | .975 | |
| Training x Stimulus | .108 | 1 | .354 | .552 | |
| Pre/Post x Stimulus | .259 | 1 | .851 | .357 | |
| Three Way | .049 | 1 | .162 | .688 | |
| Error | .305 | 216 | | | |

(* indicates significant at the .05 level)

Table M-13: Interaction Effects under Immediate Negative Affect *versus* Immediate Positive Affect Stimulus Conditions

1. REFERENT

| | Immediate Negative | | | Immediate Positive | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 4.018 | 4.048 | Trained | 3.921 | 4.135 |
| Untrained | 3.999 | 4.180 | Untrained | 3.620 | 4.197 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | 3.343 | 1 | 3.835 | .051 |
| Training | .053 | 1 | .061 | .806 |
| Stimulus | .460 | 1 | .527 | .469 |
| Pre/Post x Training | .876 | 1 | 1.005 | .317 |
| Training x Stimulus | .414 | 1 | .475 | .491 |
| Pre/Post x Stimulus | 1.116 | 1 | 1.280 | .259 |
| Three Way | .151 | 1 | .173 | .678 |
| Error | .872 | 216 | | |

2. CONTENT

| | Immediate Negative | | | Immediate Positive | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 5.097 | 5.313 | Trained | 4.351 | 4.459 |
| Untrained | 5.140 | 5.210 | Untrained | 4.268 | 4.430 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | 1.026 | 1 | 1.124 | .290 | |
| Training | .098 | 1 | .108 | .743 | |
| Stimulus | 35.188 | 1 | 38.534 | .000 | * |
| Pre/Post x Training | .028 | 1 | .031 | .861 | |
| Training x Stimulus | .009 | 1 | .009 | .921 | |
| Pre/Post x Stimulus | .001 | 1 | .001 | .977 | |
| Three Way | .135 | 1 | .147 | .701 | |
| Error | .913 | 216 | | | |

Table M-13: Continued.

3. LOCUS

| Immediate Negative | | | Immediate Positive | | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 2.934 | 2.621 | Trained | 3.145 | 2.805 |
| Untrained | 2.714 | 2.610 | Untrained | 3.112 | 3.066 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | 2.137 | 1 | 5.950 | .016 | * |
| Training | .000 | 1 | .000 | .990 | |
| Stimulus | 5.186 | 1 | 14.438 | .000 | * |
| Pre/Post x Training | .843 | 1 | 2.348 | .127 | |
| Training x Stimulus | .700 | 1 | 1.950 | .164 | |
| Pre/Post x Stimulus | .003 | 1 | .008 | .927 | |
| Three Way | .024 | 1 | .068 | .795 | |
| Error | .359 | 216 | | | |

4. EMPATHY

| Immediate Negative | | | Immediate Positive | | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.536 | 1.474 | Trained | 2.018 | 2.128 |
| Untrained | 1.341 | 1.283 | Untrained | 2.159 | 2.109 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .012 | 1 | .022 | .882 | |
| Training | .233 | 1 | .435 | .510 | |
| Stimulus | 25.717 | 1 | 47.962 | .000 | * |
| Pre/Post x Training | .083 | 1 | .154 | .695 | |
| Training x Stimulus | .860 | 1 | 1.603 | .207 | |
| Pre/Post x Stimulus | .107 | 1 | .200 | .655 | |
| Three Way | .089 | 1 | .166 | .683 | |
| Error | .536 | 216 | | | |

Table M-13 Continued.

5. GENUINENESS

| | Immediate Negative | | | Immediate Positive | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.732 | 1.821 | Trained | 2.000 | 1.897 |
| Untrained | 1.682 | 1.609 | Untrained | 2.159 | 1.870 |

| Source | MS | df | F | P | |
|---|---|---|---|---|---|
| Pre/Post | .472 | 1 | 1.090 | .298 | |
| Training | .057 | 1 | .132 | .717 | |
| Stimulus | 3.902 | 1 | 9.001 | .003 | * |
| Pre/Post x Training | .404 | 1 | .932 | .335 | |
| Training x Stimulus | .514 | 1 | 1.188 | .277 | |
| Pre/Post x Stimulus | .552 | 1 | 1.274 | .260 | |
| Three Way | .002 | 1 | .005 | .944 | |
| Error | .433 | 216 | | | |

(* indicates significance at the .05 level)

Table M-14: Interaction Effects of Training and Stimulus Conditions Varying Immediacy and Affect

| | Source | MS | df | F | P |
|---|---|---|---|---|---|
| *REFERENT* | Pre/Post | 1.171 | 1 | 1.629 | .203 |
| | Training | .184 | 1 | .256 | .613 |
| | Stimulus | 66.835 | 3 | 92.991 | .000 * |
| | Pre/Post x Training | .338 | 1 | .471 | .493 |
| | Training x Stimulus | .461 | 3 | .641 | .589 |
| | Pre/Post x Stimulus | 1.129 | 3 | 1.571 | .196 |
| | Three Way | .338 | 3 | .470 | .704 |
| | Error | .718 | 432 | | |
| *CONTENT* | Pre/Post | .527 | 1 | .637 | .425 |
| | Training | .057 | 1 | .069 | .793 |
| | Stimulus | 35.645 | 3 | 43.063 | .000 * |
| | Pre/Post x Training | .664 | 1 | .803 | .371 |
| | Training x Stimulus | .221 | 3 | .267 | .849 |
| | Pre/Post x Stimulus | .430 | 3 | .520 | .669 |
| | Three Way | .419 | 3 | .506 | .678 |
| | Error | .828 | 432 | | |
| *LOCUS* | Pre/Post | 2.730 | 1 | 8.982 | .003 * |
| | Training | .006 | 1 | .020 | .887 |
| | Stimulus | 36.824 | 3 | 121.173 | .000 * |
| | Pre/Post x Training | 1.406 | 1 | 4.627 | .032 * |
| | Training x stimulus | .251 | 3 | .827 | .480 |
| | Pre/Post x Stimulus | .063 | 3 | .207 | .891 |
| | Three Way | .024 | 3 | .078 | .972 |
| | Error | .304 | 432 | | |
| *EMPATHY* | Pre/Post | .009 | 1 | .019 | .891 |
| | Training | 2.034 | 1 | 4.136 | .043 * |
| | Stimulus | 10.494 | 3 | 21.339 | .000 * |
| | Pre/Post x Training | .559 | 1 | 1.137 | .287 |
| | Training x Stimulus | .507 | 3 | 1.030 | .379 |
| | Pre/Post x Stimulus | .348 | 3 | .707 | .548 |
| | Three Way | .162 | 3 | .330 | .804 |
| | Error | .492 | 432 | | |

Table M-14: Continued.

| | Source | MS | df | F | P |
|---|---|---|---|---|---|
| *GENUINENESS* | Pre/Post | .498 | 1 | 1.350 | .246 |
| | Training | .551 | 1 | 1.491 | .223 |
| | Stimulus | 9.596 | 3 | 25.987 | .000 * |
| | Pre/Post x Training | .213 | 1 | .577 | .448 |
| | Training x Stimulus | .262 | 3 | .710 | .546 |
| | Pre/Post x Stimulus | .294 | 3 | .797 | .496 |
| | Three Way | .081 | 3 | .219 | .883 |
| | Error | .369 | 432 | | |

(* indicates significance at the .05 level)

Table M-15: Interaction Effects under Non-Explicated Ambiguity *versus* Explicated Ambiguity Stimulus Conditions.

1. REFERENT

| | Unexplicated | | | Explicated | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 4.784 | 5.082 | Trained | 5.127 | 5.167 |
| Untrained | 5.088 | 4.824 | Untrained | 5.307 | 5.329 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .030 | 1 | .043 | .836 |
| Training | .497 | 1 | .705 | .402 |
| Stimulus | 4.418 | 1 | 6.262 | .013 * |
| Pre/Post x Training | 1.118 | 1 | 1.584 | .210 |
| Training x Stimulus | .292 | 1 | .414 | .521 |
| Pre/Post x Stimulus | .003 | 1 | .004 | .949 |
| Three Way | .979 | 1 | 1.388 | .240 |
| Error | .706 | 216 | | |

2. CONTENT

| | Unexplicated | | | Explicated | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 5.421 | 5.785 | Trained | 5.770 | 5.625 |
| Untrained | 5.673 | 5.479 | Untrained | 5.705 | 5.897 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .156 | 1 | .304 | .582 |
| Training | .078 | 1 | .151 | .698 |
| Stimulus | 1.360 | 1 | 2.641 | .106 |
| Pre/Post x Training | .165 | 1 | .321 | .572 |
| Training x Stimulus | .223 | 1 | .434 | .511 |
| Pre/Post x Stimulus | .050 | 1 | .096 | .757 |
| Three Way | 2.665 | 1 | 5.177 | .024 * |
| Error | .515 | 216 | | |

Table M-15: Continued.

3. LOCUS

| | Unexplicated | | | Explicated | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 2.946 | 2.905 | Trained | 3.527 | 3.176 |
| Untrained | 3.190 | 3.273 | Untrained | 3.221 | 3.535 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .000 | 1 | .000 | .990 |
| Training | 1.468 | 1 | 3.472 | .064 |
| Stimulus | 4.356 | 1 | 10.302 | .002 * |
| Pre/Post x Training | 2.076 | 1 | 4.911 | .028 * |
| Training x Stimulus | 1.042 | 1 | 2.464 | .118 |
| Pre/Post x Stimulus | .020 | 1 | .048 | .826 |
| Three way | .973 | 1 | 2.301 | .131 |
| Error | .423 | 216 | | |

4. EMPATHY

| | Unexplicated | | | Explicated | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.518 | 1.526 | Trained | 1.268 | 1.218 |
| Untrained | 1.295 | 1.348 | Untrained | 1.068 | 1.196 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .063 | 1 | .246 | .620 |
| Training | 1.288 | 1 | 5.020 | .026 * |
| Stimulus | 2.922 | 1 | 11.388 | .001 * |
| Pre/Post x Training | .164 | 1 | .639 | .425 |
| Training x Stimulus | .106 | 1 | .412 | .522 |
| Pre/Post x Stimulus | .001 | 1 | .004 | .950 |
| Three Way | .059 | 1 | .229 | .633 |
| Error | .257 | 216 | | |

Table M-15: Continued.

5. GENUINENESS

| Unexplicated | Pre | Post |
|---|---|---|
| Trained | 1.589 | 1.679 |
| Untrained | 1.477 | 1.674 |

| Explicated | Pre | Post |
|---|---|---|
| Trained | 1.446 | 1.474 |
| Untrained | 1.432 | 1.348 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .177 | 1 | .662 | .417 |
| Training | .223 | 1 | .832 | .363 |
| Stimulus | 1.722 | 1 | 6.434 | .012 * |
| Pre/Post x Training | .000 | 1 | .000 | .985 |
| Training x Stimulus | .002 | 1 | .007 | .934 |
| Pre/Post x Stimulus | .391 | 1 | 1.461 | .228 |
| Three Way | .159 | 1 | .593 | .442 |
| Error | .268 | 216 | | |

(* indicates significance at the .05 level)

Table M-16: Interaction Effects under Non-Binding *versus* Single Bind Stimulus Conditions

1. REFERENT

| | Single Bind Pre | Single Bind Post | | Non-Binding Pre | Non-Binding Post |
|---|---|---|---|---|---|
| Trained | 3.879 | 3.887 | Trained | 3.746 | 3.743 |
| Untrained | 3.670 | 4.174 | Untrained | 3.610 | 3.648 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .994 | 1 | 1.036 | .310 |
| Training | .078 | 1 | .082 | .775 |
| Stimulus | 2.468 | 1 | 2.572 | .110 |
| Pre/Post x Training | .963 | 1 | 1.004 | .318 |
| Training x Stimulus | .318 | 1 | .332 | .565 |
| Pre/Post x Stimulus | .754 | 1 | .785 | .376 |
| Three Way | .689 | 1 | .718 | .398 |
| Error | .960 | 216 | | |

2. CONTENT

| | Single Bind Pre | Single Bind Post | | Non-Binding Pre | Non-Binding Post |
|---|---|---|---|---|---|
| Trained | 5.299 | 5.013 | Trained | 4.763 | 4.752 |
| Untrained | 5.219 | 5.246 | Untrained | 4.721 | 5.067 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .019 | 1 | .027 | .869 |
| Training | .606 | 1 | .882 | .349 |
| Stimulus | 7.220 | 1 | 10.510 | .001 * |
| Pre/Post x Training | 1.494 | 1 | 2.175 | .142 |
| Training x Stimulus | .048 | 1 | .070 | .792 |
| Pre/Post x Stimulus | 1.179 | 1 | 1.716 | .192 |
| Three Way | .007 | 1 | .009 | .923 |
| Error | .687 | 216 | | |

Table M-16: Continued.

3. LOCUS

| | Single Bind Pre | Single Bind Post | | Non-Binding Pre | Non-Binding Post |
|---|---|---|---|---|---|
| Trained | 3.259 | 3.028 | Trained | 3.111 | 2.917 |
| Untrained | 3.132 | 3.227 | Untrained | 2.800 | 2.802 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .355 | 1 | .783 | .377 |
| Training | .416 | 1 | .918 | .339 |
| Stimulus | 3.436 | 1 | 7.578 | .006 * |
| Pre/Post x Training | .907 | 1 | 2.001 | .159 |
| Training x Stimulus | .820 | 1 | 1.807 | .180 |
| Pre/Post x Stimulus | .010 | 1 | .023 | .879 |
| Three Way | .057 | 1 | .125 | .724 |
| Error | .453 | 216 | | |

4. EMPATHY

| | Single Bind Pre | Single Bind Post | | Non-Binding Pre | Non-Binding Post |
|---|---|---|---|---|---|
| Trained | 1.625 | 1.756 | Trained | 1.393 | 1.641 |
| Untrained | 1.841 | 1.565 | Untrained | 1.523 | 1.217 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .135 | 1 | .299 | .585 |
| Training | .241 | 1 | .534 | .466 |
| Stimulus | 3.418 | 1 | 7.579 | .006 * |
| Pre/Post x Training | 3.070 | 1 | 6.808 | .010 * |
| Training x Stimulus | .337 | 1 | .748 | .388 |
| Pre/Post x Stimulus | .025 | 1 | .056 | .813 |
| Three Way | .071 | 1 | .158 | .691 |
| Error | .451 | 216 | | |

Table M-16 Continued.

5. GENUINENESS

| | Single Bind | | | Non-Binding | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 1.821 | 1.692 | Trained | 1.982 | 2.179 |
| Untrained | 1.705 | 1.457 | Untrained | 2.227 | 1.717 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | 1.583 | 1 | 4.717 | .031 * |
| Training | 1.080 | 1 | 3.218 | .074 |
| Stimulus | 6.817 | 1 | 20.322 | .000 * |
| Pre/Post x Training | 2.271 | 1 | 6.768 | .010 * |
| Training x Stimulus | .061 | 1 | .183 | .670 |
| Pre/Post x Stimulus | .014 | 1 | .041 | .839 |
| Three Way | 1.152 | 1 | 3.433 | .065 |
| Error | .335 | 216 | | |

(* indicates significance at the .05 level)

Table M-17: Interaction Effects under Explicit Contradiction *versus* Double Bind Stimulus Conditions

1. REFERENT

| | Double Bind | | | Explicit Contradiction | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 4.467 | 4.880 | Trained | 4.686 | 4.191 |
| Untrained | 4.500 | 4.887 | Untrained | 5.025 | 4.542 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .105 | 1 | .121 | .729 |
| Training | 1.780 | 1 | 2.043 | .154 |
| Stimulus | .279 | 1 | .320 | .572 |
| Pre/Post x Training | .001 | 1 | .001 | .978 |
| Training x Stimulus | 1.405 | 1 | 1.613 | .205 |
| Pre/Post x Stimulus | 10.524 | 1 | 12.077 | .001 * |
| Three Way | .005 | 1 | .005 | .942 |
| Error | .871 | 216 | | |

2. CONTENT

| | Double Bind | | | Explicit Contradiction | |
|---|---|---|---|---|---|
| | Pre | Post | | Pre | Post |
| Trained | 5.306 | 5.226 | Trained | 5.016 | 4.939 |
| Untrained | 5.088 | 5.282 | Untrained | 5.283 | 5.146 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .033 | 1 | .060 | .806 |
| Training | .325 | 1 | .597 | .441 |
| Stimulus | .893 | 1 | 1.641 | .202 |
| Pre/Post x Training | .154 | 1 | .284 | .595 |
| Training x Stimulus | 1.345 | 1 | 2.473 | .117 |
| Pre/Post x Stimulus | .357 | 1 | .656 | .419 |
| Three Way | .323 | 1 | .685 | .409 |
| Error | .544 | 216 | | |

Table M-17 Continued.

### 3. LOCUS

| | Double Bind | | Explicit Contradiction | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Trained | 3.726 | 3.715 | 3.809 | 3.550 |
| Untrained | 3.896 | 3.859 | 3.860 | 3.592 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | 1.103 | 1 | 2.253 | .135 |
| Training | .551 | 1 | 1.125 | .290 |
| Stimulus | .495 | 1 | 1.010 | .315 |
| Pre/Post x Training | .004 | 1 | .008 | .928 |
| Training x Stimulus | .162 | 1 | .331 | .566 |
| Pre/Post x Stimulus | .762 | 1 | 1.557 | .213 |
| Three Way | .001 | 1 | .002 | .964 |
| Error | .490 | 216 | | |

### 4. EMPATHY

| | Double Bind | | Explicit Contradiction | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Trained | 1.857 | 2.026 | 1.375 | 1.564 |
| Untrained | 1.886 | 2.022 | 1.227 | 1.435 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | 1.632 | 1 | 3.597 | .059 |
| Training | .211 | 1 | .465 | .496 |
| Stimulus | 15.952 | 1 | 35.151 | .000 * |
| Pre/Post x Training | .001 | 1 | .002 | .968 |
| Training x Stimulus | .304 | 1 | .670 | .414 |
| Pre/Post x Stimulus | .029 | 1 | .063 | .802 |
| Three Way | .009 | 1 | .019 | .889 |
| Error | .454 | 216 | | |

Table M-17: Continued.

5. GENUINENESS

| Double Bind | Pre | Post |
|---|---|---|
| Trained | 1.857 | 1.744 |
| Untrained | 1.773 | 1.717 |

| Explicit Contradiction | Pre | Post |
|---|---|---|
| Trained | 2.036 | 1.731 |
| Untrained | 1.864 | 2.022 |

| Source | MS | df | F | P |
|---|---|---|---|---|
| Pre/Post | .332 | 1 | 1.088 | .298 |
| Training | .000 | 1 | .007 | .978 |
| Stimulus | 1.047 | 1 | 3.434 | .065 |
| Pre/Post x Training | .904 | 1 | 2.965 | .087 |
| Training x Stimulus | .175 | 1 | .575 | .449 |
| Pre/Post x Stimulus | .002 | 1 | .005 | .942 |
| Three Way | .545 | 1 | 1.788 | .183 |
| Error | .305 | 216 | | |

(* indicates significance at the .05 level)

Table M-18: Interaction Effects of Training and Stimulus Conditions Varied According to Binding Conditions

| | Source | MS | df | F | P |
|---|---|---|---|---|---|
| *REFERENT* | Pre/Post | .226 | 1 | .247 | .619 |
| | Training | .556 | 1 | .608 | .436 |
| | Stimulus | 26.700 | 3 | 29.172 | .000* |
| | Pre/Post x Training | .457 | 1 | .499 | .480 |
| | Training x Stimulus | 1.009 | 3 | 1.102 | .348 |
| | Pre/Post x Stimulus | 4.050 | 3 | 4.425 | .004* |
| | Three Way | .400 | 3 | .437 | .727 |
| | Error | .915 | 432 | | |
| *CONTENT* | Pre/Post | .001 | 1 | .002 | .968 |
| | Training | .910 | 1 | 1.480 | .225 |
| | Stimulus | 3.511 | 3 | 5.708 | .001* |
| | Pre/Post x Training | 1.304 | 1 | 2.120 | .146 |
| | Training x Stimulus | .472 | 3 | .767 | .513 |
| | Pre/Post x Stimulus | .529 | 3 | .859 | .462 |
| | Three Way | .241 | 3 | .392 | .759 |
| | Error | .615 | 432 | | |
| *LOCUS* | Pre/Post | 1.355 | 1 | 2.875 | .091 |
| | Training | .005 | 1 | .010 | .920 |
| | Stimulus | 19.512 | 3 | 41.394 | .000* |
| | Pre/Post x Training | .395 | 1 | .838 | .361 |
| | Training x Stimulus | .648 | 3 | 1.374 | .250 |
| | Pre/Post x Stimulus | .292 | 3 | .619 | .603 |
| | Three Way | .191 | 3 | .406 | .749 |
| | Error | .471 | 432 | | |
| *EMPATHY* | Pre/Post | .4.4 | 1 | .916 | .339 |
| | Training | .451 | 1 | .997 | .318 |
| | Stimulus | 6.839 | 3 | 15.118 | .000* |
| | Pre/Post x Training | 1.582 | 1 | 3.498 | .062 |
| | Training x Stimulus | .214 | 3 | .473 | .701 |
| | Pre/Post x Stimulus | .469 | 3 | 1.037 | .376 |
| | Three Way | .523 | 3 | 1.156 | .326 |
| | Error | .452 | 432 | | |

Table M-18: Continued.

| | Source | MS | df | F | P |
|---|---|---|---|---|---|
| *GENUINENESS* | Pre/Post | 1.682 | 1 | 5.252 | .022* |
| | Training | .524 | 1 | 1.637 | .201 |
| | Stimulus | 2.622 | 3 | 8.190 | .000* |
| | Pre/Post x Training | .155 | 1 | .483 | .488 |
| | Training x Stimulus | .264 | 3 | .825 | .481 |
| | Pre/Post x Stimulus | .083 | 3 | .258 | .855 |
| | Three Way | 1.572 | 3 | 4.910 | .002* |
| | Error | .320 | 432 | | |

(* indicates signficance at the .05 level)

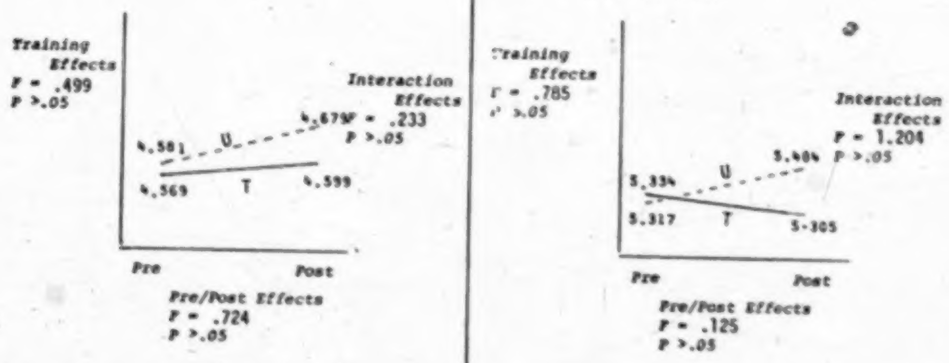
# APPENDIX N

# GRAPH DISPLAYS

Graph Display IV-1: Means for Training Effects - Combined Score

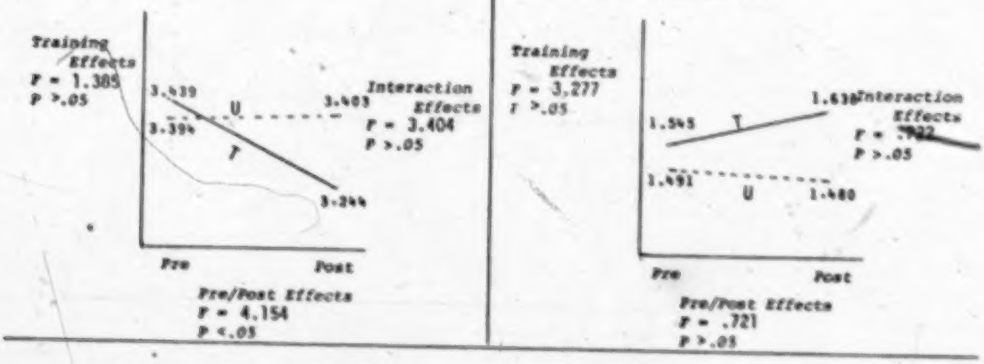
*a) Referent Dimension*

*b) Content Dimension*

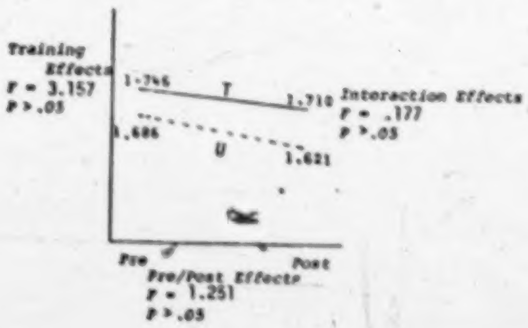


*c) Locus Dimension*

*d) Empathy Condition*

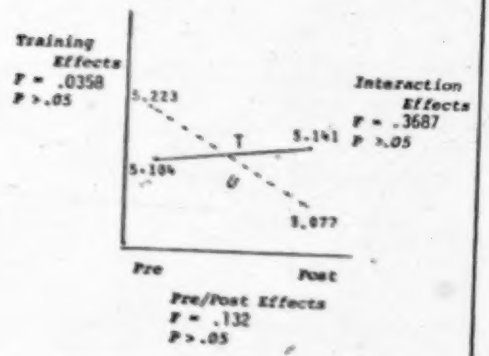


*e) Genuineness Condition*

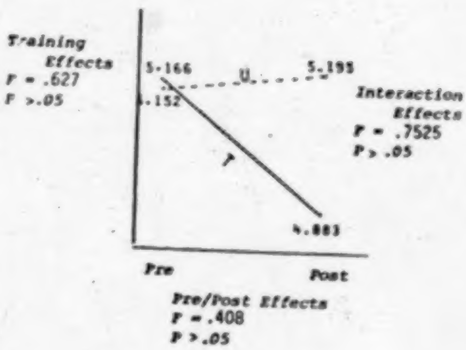


Graph Display N-2: Non-Immediate Positive Affect Stimulus

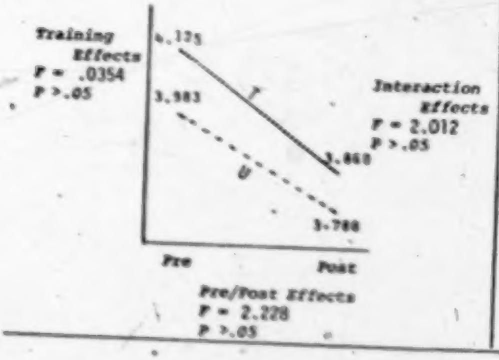
*a) Referent Dimension*



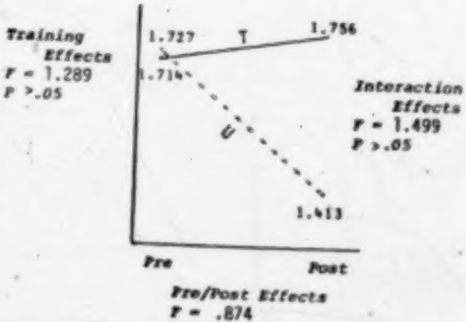
*b) Content Dimension*



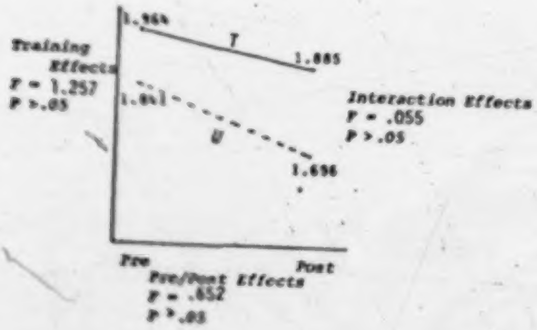
*c) Locus Dimension*



*d) Empathy Condition*



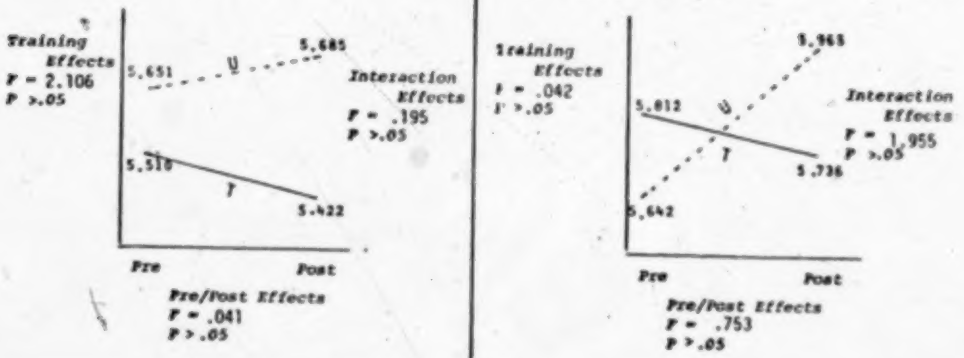
*e) Genuineness Condition*



Graph Display IV-3: Non-Immediate Negative Affect Stimulus

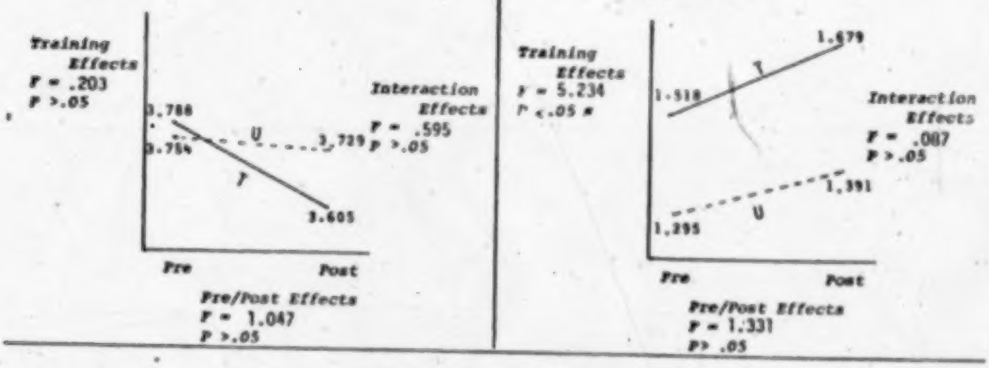
*a) Referent Dimension*

*b) Content Dimension*

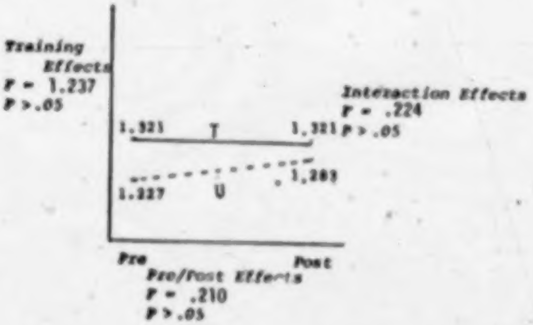


*c) Locus Dimension*

*d) Empathy Condition*

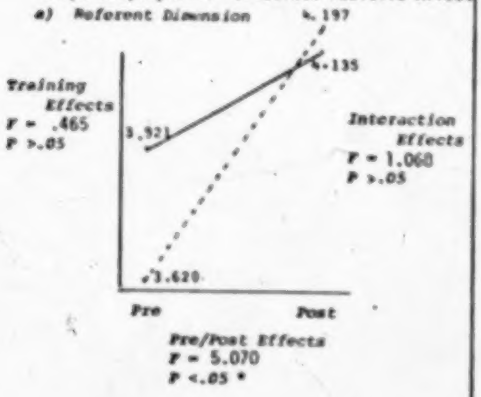


*e) Genuineness Condition*

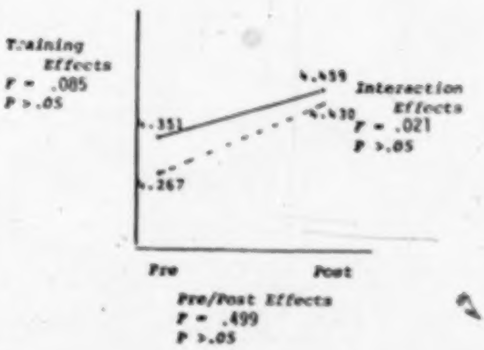


Graph Display #-4: Immediate Positive Affect

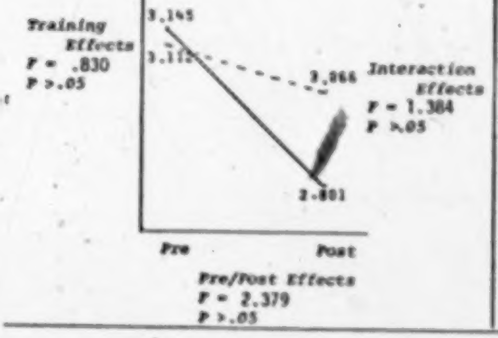
*a) Referent Dimension*



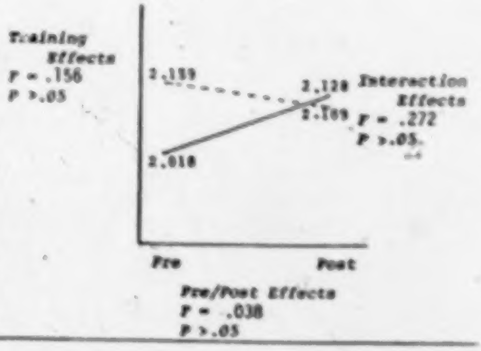
*b) Content Dimension*



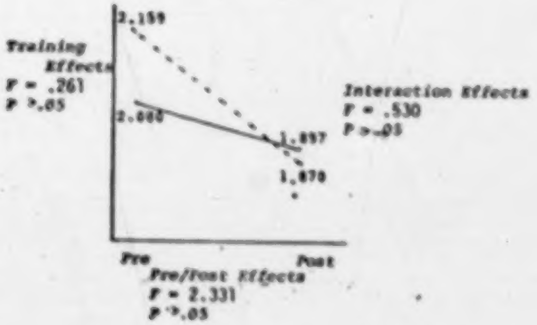
*c) Locus Dimension*



*d) Empathy Condition*

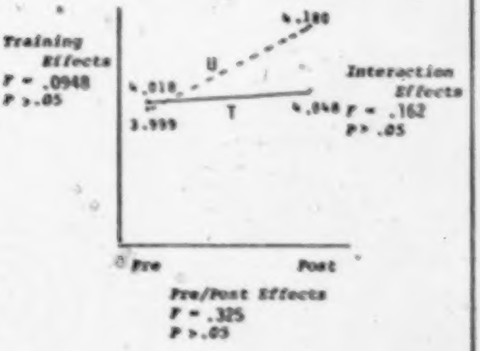


*e) Genuineness Condition*

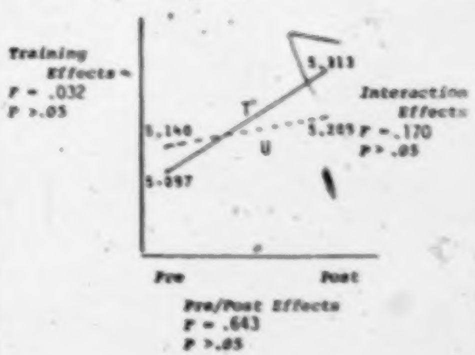


GRAPH DISPLAY N-5: Immediate Negative Affect Stimulus

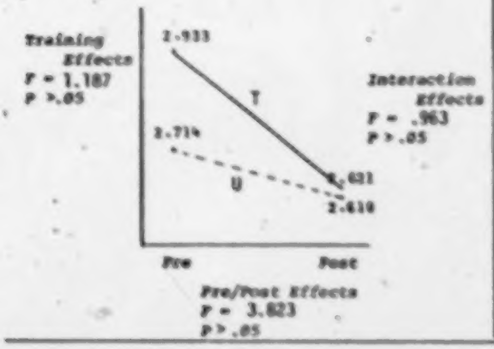
*a). Referent Dimension*



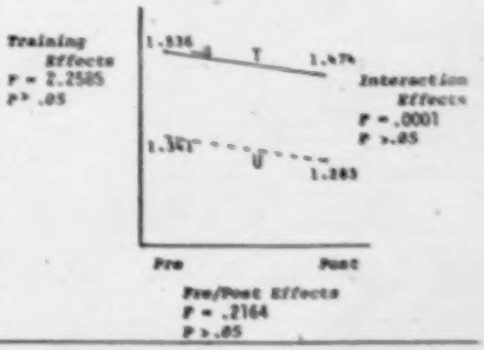
*b)* Content Dimension*



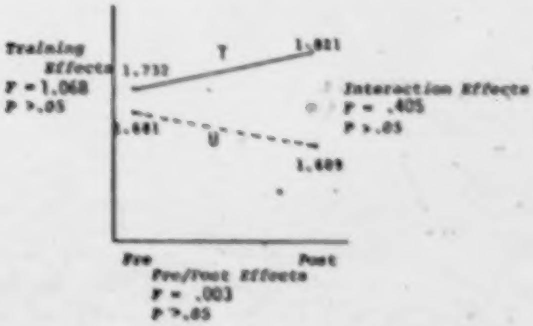
*c) Locus Dimension*



*d) Empathy Condition*



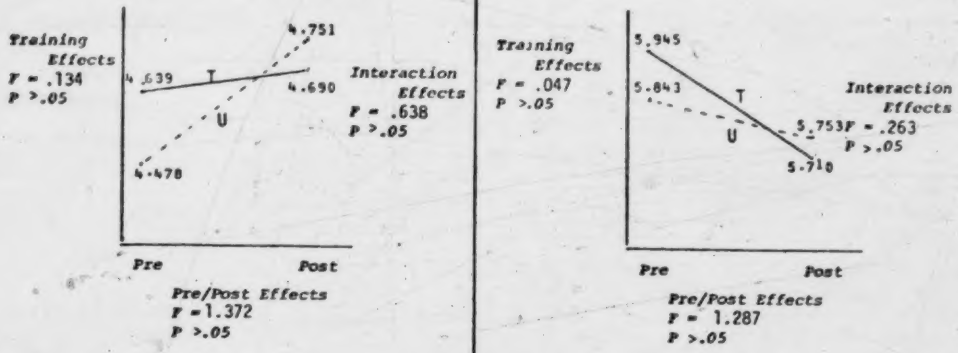
*e) Genuineness Condition*



GRAPH DISPLAY #-6: Immediate Stimulus

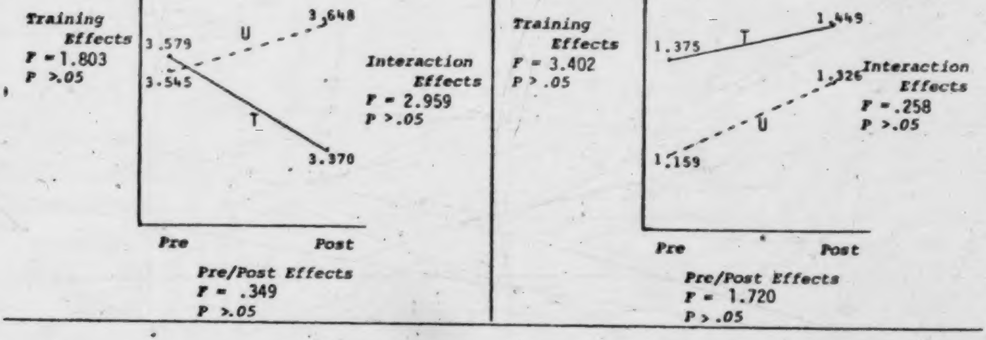
*a) Referent Dimension*

*b) Content Dimension*

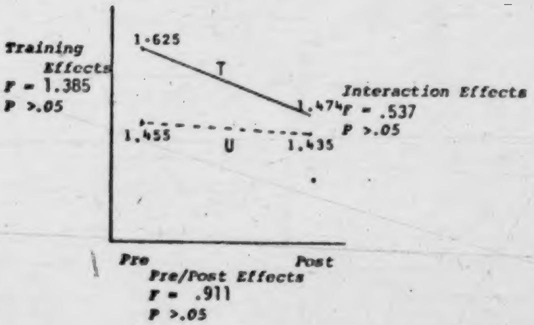


*c) Locus Dimension*

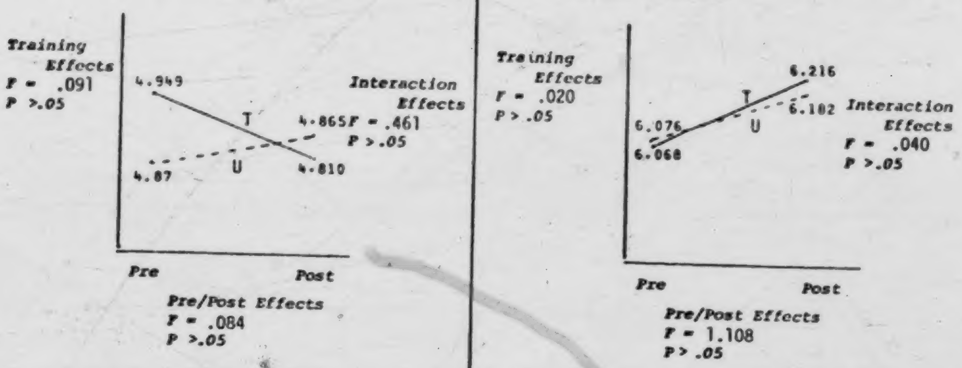
*d) Empathy Condition*



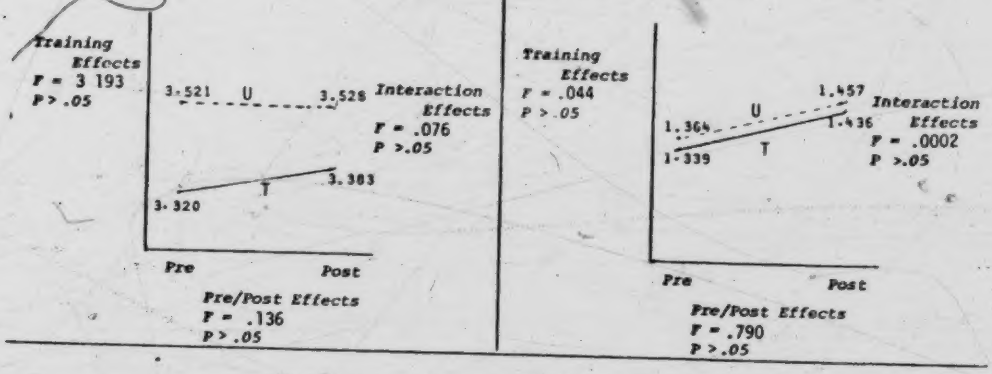
*e) Genuineness Condition*



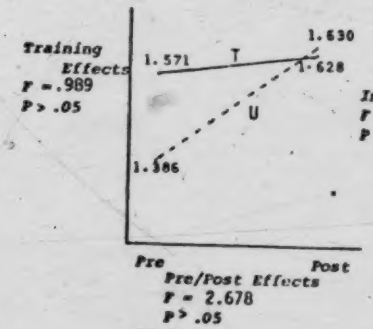
GRAPH DISPLAY N-7: Non-Immediate Stimulus


a) Referent Dimension

b) Content Dimension

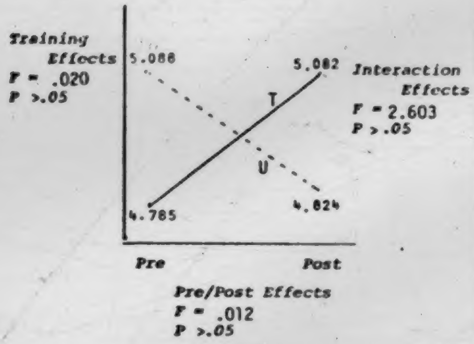

c) Locus Dimension

d) Empathy Condition

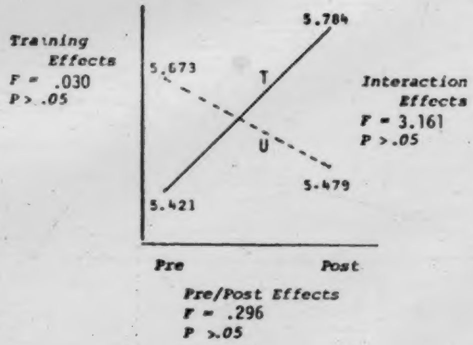

e) Genuineness Condition

GRAPH DISPLAY #-8: Unexplicated Stimulus

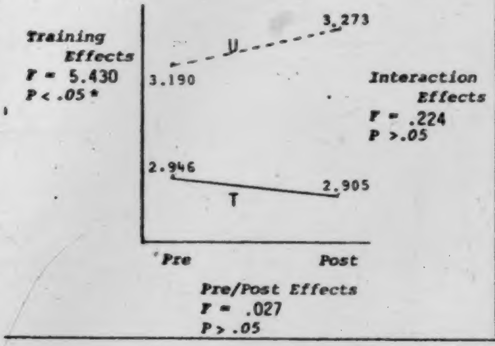
a) Referent Dimension



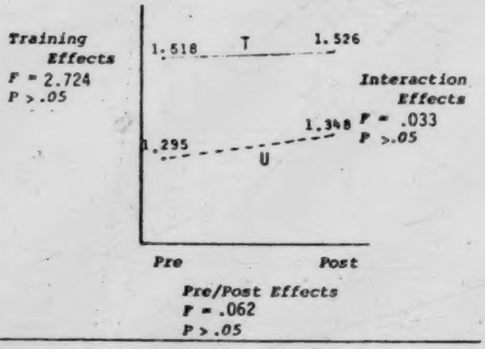
b) Content Dimension



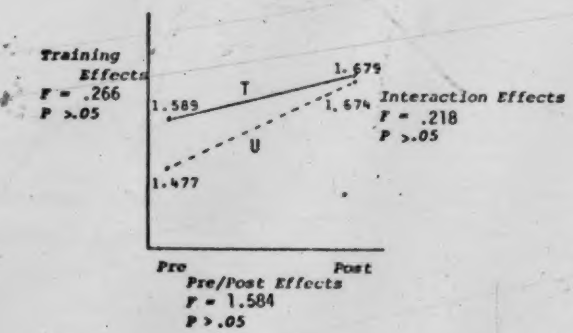
c) Locus Dimension



d) Empathy Condition

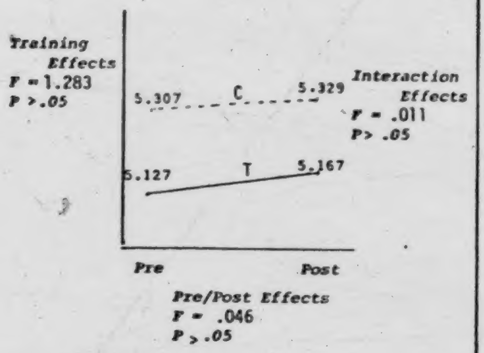


e) Genuineness Condition

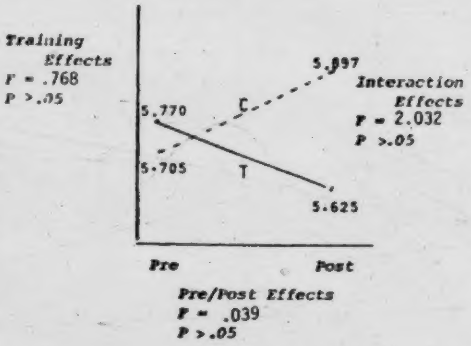


## GRAPH DISPLAY #-9: Explicated Stimulus

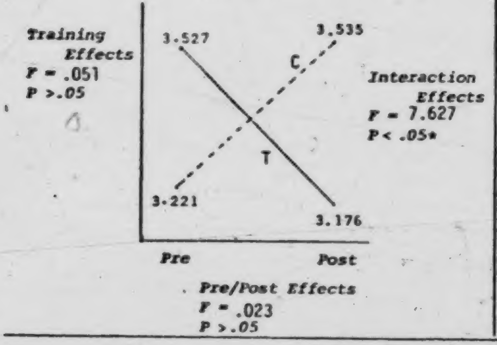
*a) Referent Dimension*



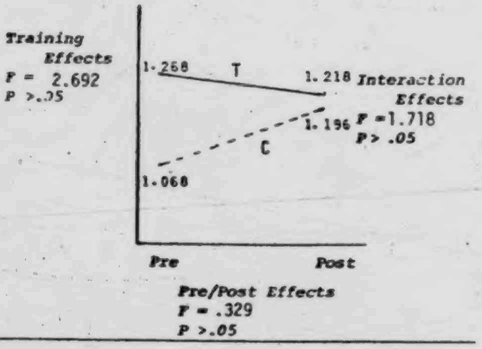
*b) Content Dimension*



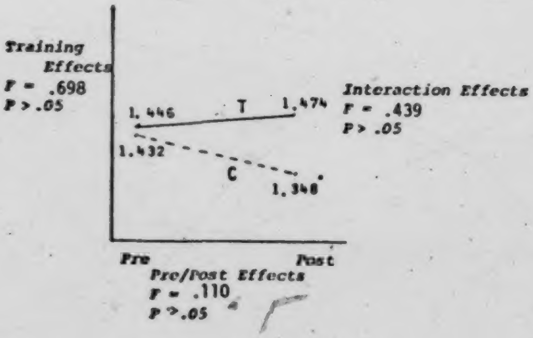
*c) Locus Dimension*



*d) Empathy Condition*



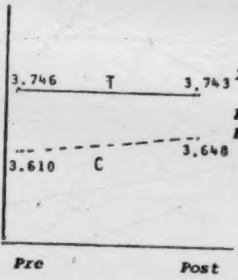
*e) Genuineness Condition*



GRAPH DISPLAY #-10: Non-Binding Stimulus

*a) Referent Dimension*

**Training Effects**
F = .439
P >.05

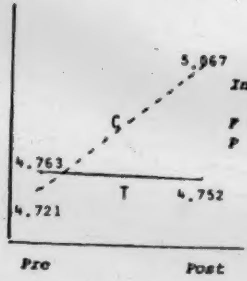


**Interaction Effects**
F = .014
P > .05

**Pre/Post Effects**
F = .011
P >.05

*b) Content Dimension*

**Training Effects**
F = .582
P >.05

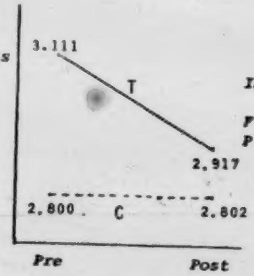


**Interaction Effects**
F = .988
P >.05

**Pre/Post Effects**
F = .873
P >.05

*c) Locus Dimension*

**Training Effects**
F = 2.560
P >.05

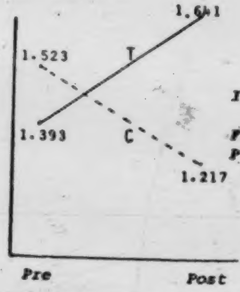


**Interaction Effects**
F = .542
P >.05

**Pre/Post Effects**
F = .522
P >.05

*d) Empathy Condition*

**Training Effects**
F = 1.756
P >.05

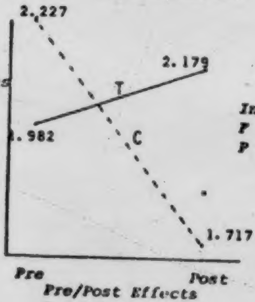


**Interaction Effects**
F = 6.236
P <.05 *

**Pre/Post Effects**
F = .066
P >.05

*e) Genuineness Condition*

**Training Effects**
F = .873
P >.05

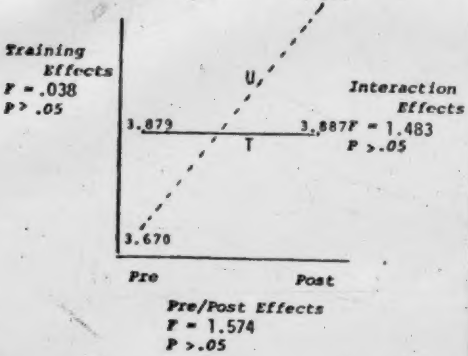


**Interaction Effects**
F = 9.272
P <.05*

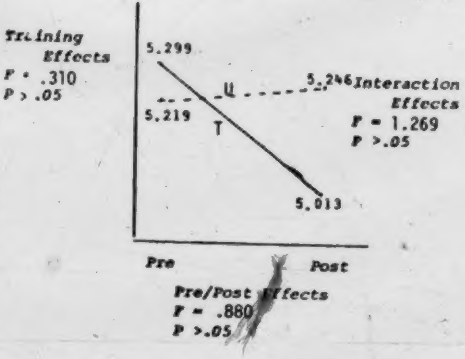
**Pre/Post Effects**
F = 1.811
P >.05

GRAPH DISPLAY #-11: Single Bind Situation

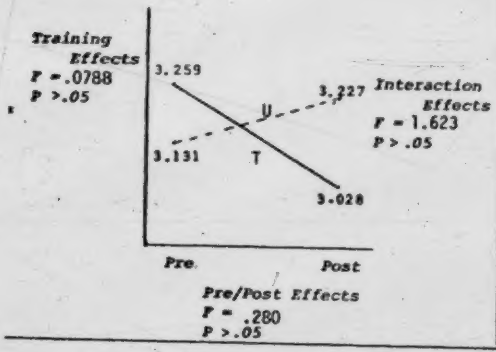
a) *Referent Dimension*



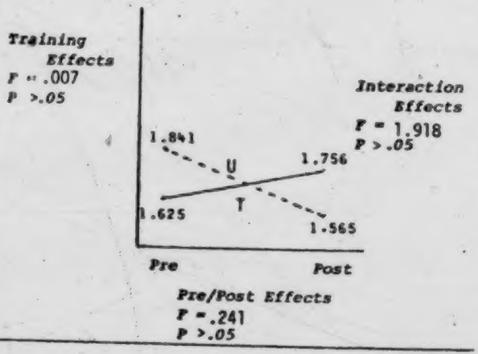
b) *Content Dimension*



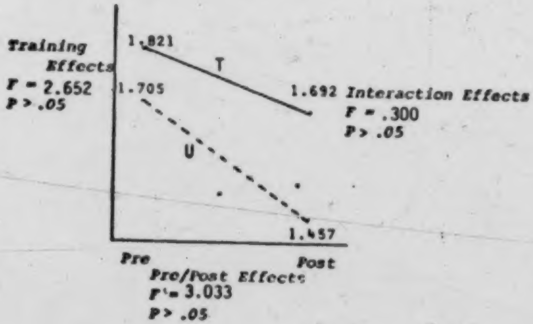
c) *Locus Dimension*



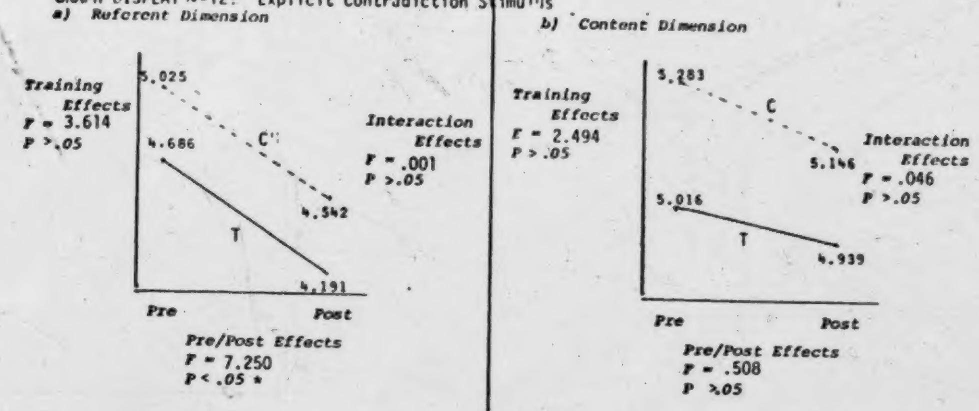
d) *Empathy Condition*



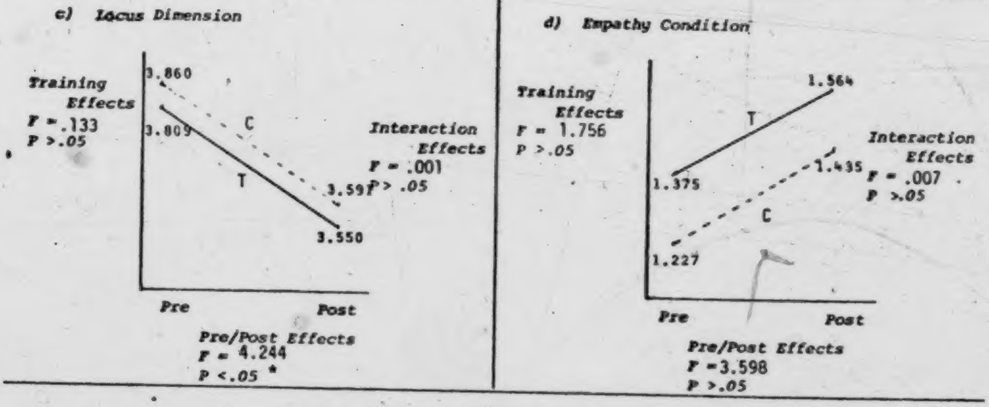
e) *Genuineness Condition*



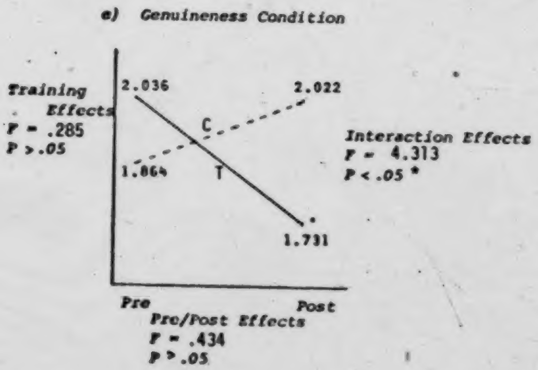
GRAPH DISPLAY #-12: Explicit Contradiction Stimulus


a) Referent Dimension

b) Content Dimension

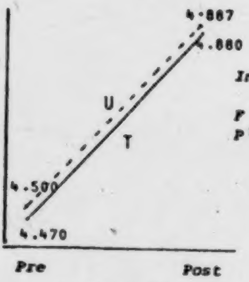

c) Locus Dimension

d) Empathy Condition


e) Genuineness Condition

GRAPH DISPLAY A-13: Double Bind Situation

*a) Referent Dimension*

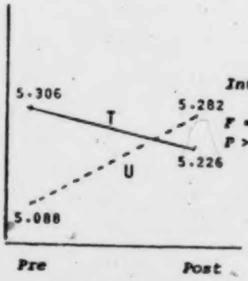


*Training Effects*
*F* = .016
*P* >.05

*Interaction Effects*
*F* = .006
*P* > .05

*Pre/Post Effects*
*F* = 4.934
*P* <.05 *

*b) Content Dimension*

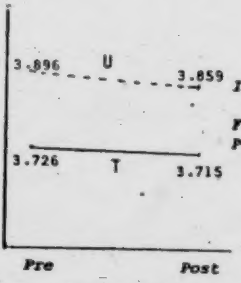


*Training Effects*
*F* = .361
*P* >.05

*Interaction Effects*
*F* = 1.040
*P* > .05

*Pre/Post Effects*
*F* = .183
*P* >.05

*c) Locus Dimension*

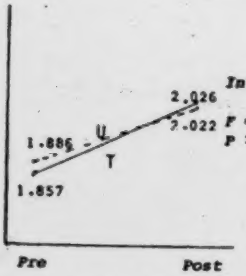


*Training Effects*
*F* =1.211
*P*> .05

*Interaction Effects*
*F* = .007
*P* >.05

*Pre/Post Effects*
*F* = .032
*P* >.05

*d) Empathy Condition*

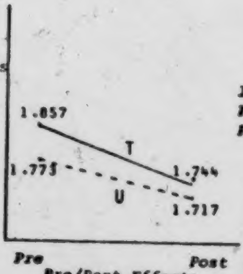


*Training Effects*
*F* = .007
*P* >.05

*Interaction Effects*
*F* = .011
*P* >.05

*Pre/Post Effects*
*F* = .996
*P* > .05

*e) Genuineness Condition*

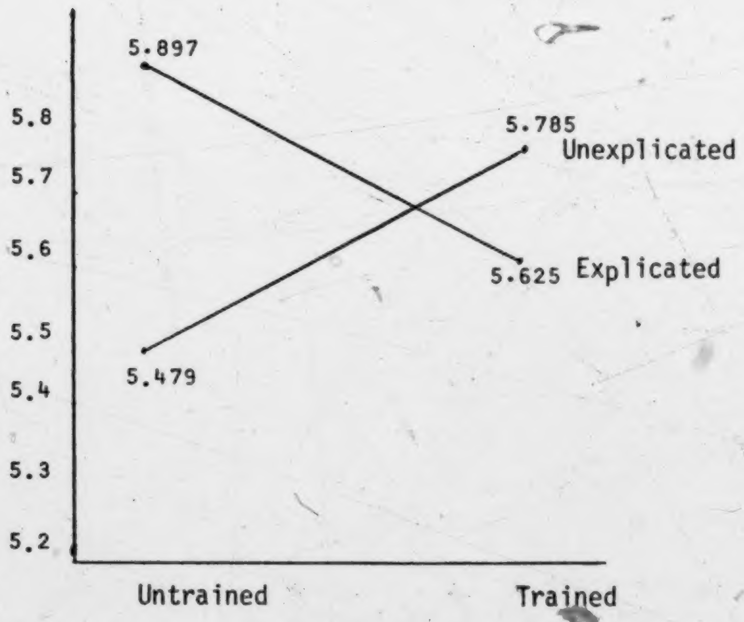


*Training Effects*
*F* = .291
*P* >.05

*Interaction Effects*
*F* = .080
*P* >.05

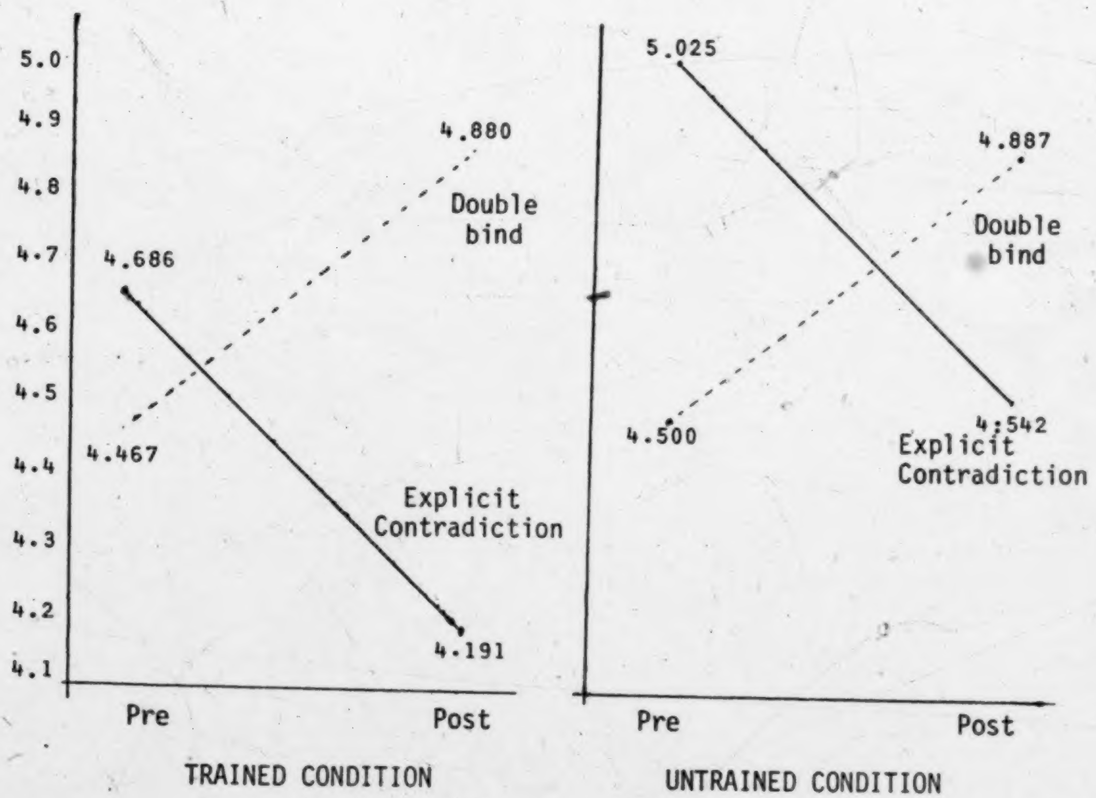
*Pre/Post Effects*
*F* = .681
*P* >.05

Graph Display N-15: Content Dimension Interaction Effects for Unexplicated *versus* Explicated Stimulus Conditions

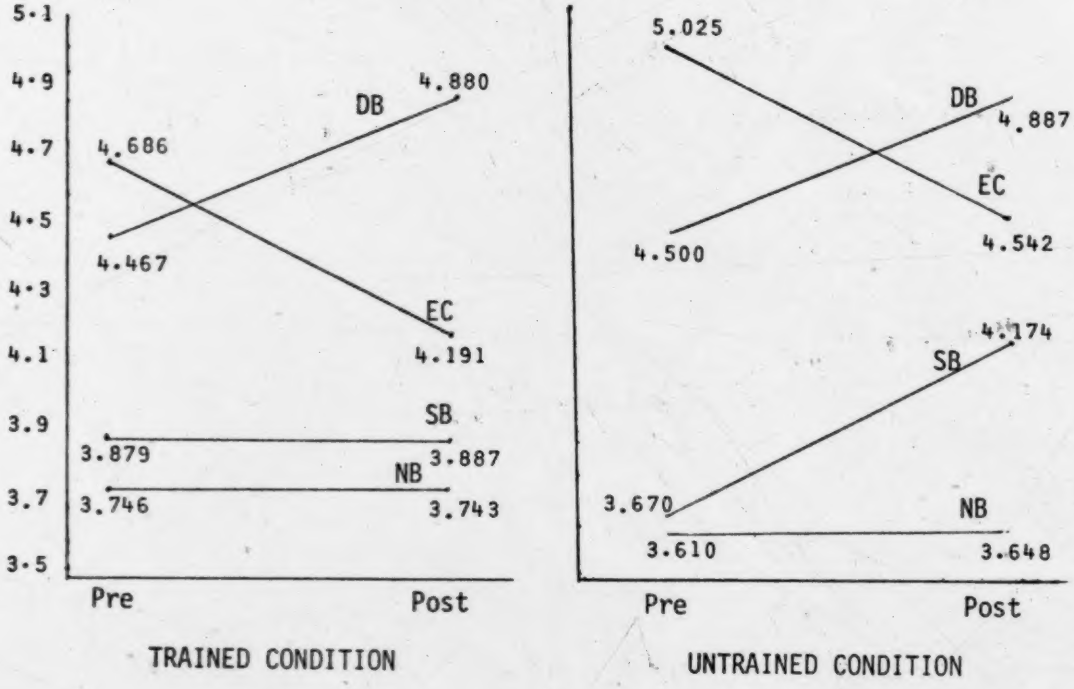


POST SCORES ONLY

Graph Display N-16: Referent Dimension Interaction Effects for Double Bind and Explicit Contradiction Stimulus Conditions



Graph Display N-17: Referent Dimension Interaction Effects for Varying Binding Stimulus Conditions



# APPENDIX O

# FORD KUIKEN IMMEDIACY SCORING SYSTEM

A-125

# IMMEDIACY
# A SCORING SYSTEM
# FOR
# ASSESSING VERBAL COMMUNICATION

Gary R. Ford
Don Kuiken

September 1975

## A Proposed Behavioral Measure: Immediacy

Working independently in the area of language and verbal communication, Weiner and Mehrabian (1968) and Kuiken (1973a, 1973b) have explored the measurement of a concept which they have labeled as Immediacy. These researchers were concerned abou the use of the form and structure of a speaker's communication as a possible communication channel for expression of the speaker's affective state. They suggested that the language form and structure indicated, indirectly, something about the speaker's willingness to both disclose and own his immediate experience. They were particularly interested in the ways in which the form and structure of a verbal communication provided cues about the speaker's relationship to his own immediate experience, to the person spoken to, and/or the focal subject of his communication. Weiner and Mehrabian (1968) argue that "...certain kinds of words or referent variations in the verbal content portion of communication can be used to infer something of the psychological relationship between the speaker and the object of his communication, his communication, or his addressee." (p. 3). They assume that the speaker is aware of a variety of possible linguistic forms and that he is free to use any of these forms in the situation. The speaker then chooses the form he does according to his immediate psychological state and relationship to his immediate experience, the person spoken to, and/or the act of communicating.

They also argue that the person listening to the communication perceives the form and reacts to it as an indicator of the communicator's psychological relationship to himself as the addressee. "The basis for making these kinds of inferences are not usually explicit, although members of a communication group appear to respond regularly to these subtle variations in word usage." (Weiner and Mehrabian, 1968, p. 1). The shifts in the language form and structure serve as a special communication channel related to the communicator's immediate experience. This channel is employed subtly by the communicator and recognized indirectly by the addressee of the communication.

## The Meaning of Immediacy

Immediacy is a general concept which actually derives its meaning from four different components. These components, as suggested by the theoretical work of Rogers (1951, 1961), Perls (1946, 1969), Weiner and Mehrabian (1968) and Kuiken (1973a, 1973b), are translated here as:

a, Experiential immediacy - representation of experience via the communicated response;

b, Here-and-now immediacy - indication of spatial and temporal presence via the communicated response;

c, Response - ability - indication of ownership of a given experience via the communicated response;

and d, Relationship immediacy - indication of affirmation and inclusion of the person or object spoken to in relationship with the self of the communicator via the communicated response.

Although generally referred to as a unitary concept, immediacy is multi-dimensional.

Theoretically derived, the construct of immediacy and the underlying rationale for immediacy stems from the conceptualization presented by clinical theorists such as Rogers (1951, 1961) and Perls (1946, 1969). Both of these authors have presented a description of healthy human functioning which includes an emphasis upon immediate concrete experiencing. Perls' (1946) concept of organismic functioning and Rogers' (1951) concept of organismic experiencing both stress a state of 'I am-ness' and an action orientation based upon emergent needs and experience. In addition, Perls (1946) stresses the importance of perceptual contact or relationship with an immediately significant aspect of the world (figure) as a major facet of immediate experience. At any given moment this figure might be the self, an attribute of self such as a thought or feeling, an external object, or another person. This figure is in the foreground of the perceptual field. Immediacy is associated with 'being-in-the-world' - the state of experiencing oneself in active relationshp to oneself and one's world.

At the moment of communicating, however, the speaker has a variety of behavioral options available for the expression or representation of this immediate experience to others. He can choose to communicate in such a way that his verbal message is a clear and direct representation of his own immediate experience or he can choose to communicate in such a way that he masks or presents a very much diluted representation of his immediate experience. In the terminology of Fritz Perls (1969) he can also communicate in such a way that he conveys a denial or disownership of his own immediate experience.

In addition, a speaker has various behavioral options available when communicating about or making reference to the immediate experience of the person spoken to. He can choose a verbal message which either acknowledges or denies, avows or disavows, supports or rejects, specifies or generalizes, recognizes or ignores the person spoken to and that person's immediate experience. These variations are accomplished via specifically observable verbal behavior.

Immediacy vs Non-immediacy

In communicating verbally, the communicator is verbally immediate when the verbal message communicates his immediate experience and indicates directly, a relationship with the immediately relevant figure. Verbal immediacy requires that the communication demonstrate both the quality of 'I am-ness' and activity. That is, the communication must connect the experience with the communicator in such a way that the communictor is shown to be acting in his world. If the communication intimates that the communicator is being acted upon then the communication is less immediate. A communicator is perceived as being more immediate in his communicated verbal message if he relates information about his current internal state of experience (and accepts ownership of his experience as the person acting and creating this experience). As immediacy is also a function of the relationship of the communicator to the person (or object) spoken to, the communicator's message is immediate when the message is structured to avow or affirm that relationship.

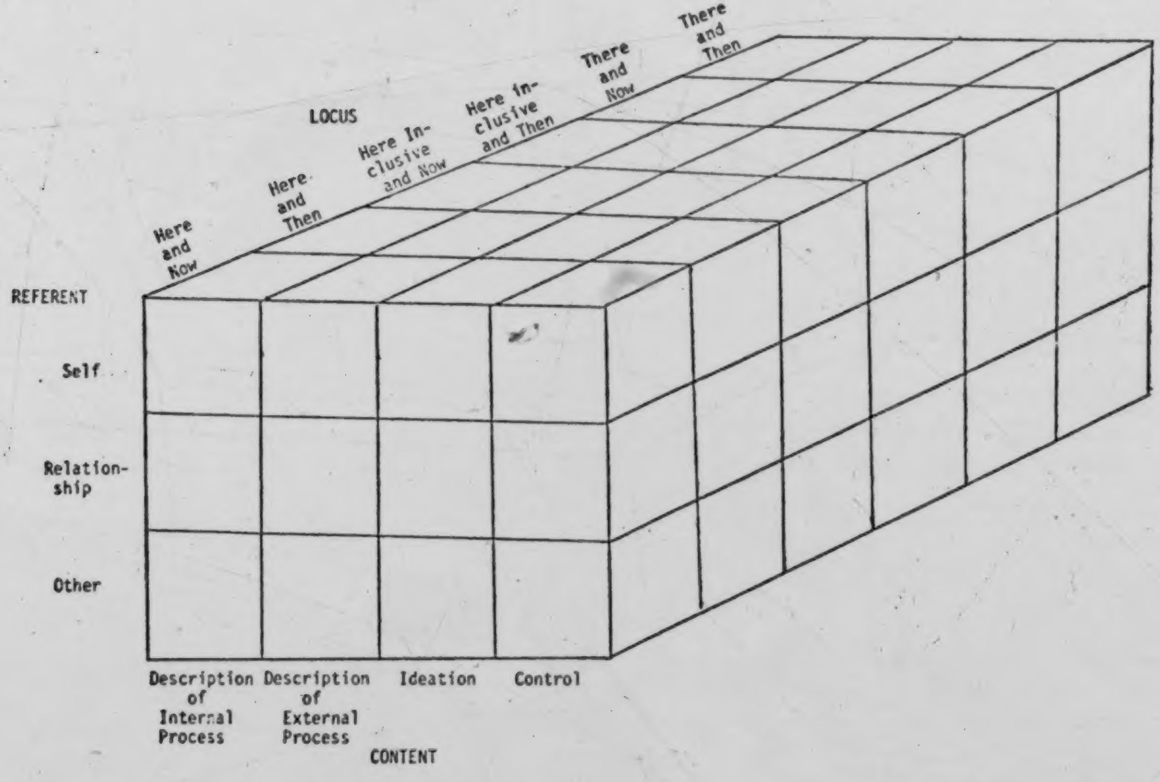
Non-immediacy is indicated when the speaker chooses a language form which demonstrates separateness from, non-identification with or non-relationship to the immediate experience of self, and/or to the immediate experience of the person to whom he is communicating. "Any variations in word usage which indicate differences in the degree of separation or non-identity among the communicator, the addressee, the object of communication or the communication itself, are designated as non-immediacy variation." (Weiner and Mehrabian, 1968, p. 31). As the communication of the communicator moves from reference to self to reference to objects, persons, or events other than those to which he is addressing his communication, the speaker becomes increasingly non-immediate. In addition, as the communicator moves from a language form in which he is active and implicitly acknowledging ownership for his own experience to a language form in which he is passive and implicitly disowning his own choice and action orientation, he becomes increasingly non-immediate. The verbal channel of immediacy also requires that the references made by the communication are to be made to objects, events, or ople, which are spatially present and are to be made in the present tense. (Kuiken, 1973a).

The content of the communicator's message can also be an indicator of the communication of immediacy. This is a notion that is only indirectly recognized by Weiner and Mehrabian (1968) and Kuiken (1973a) with the dimensions of disinterestedness and imageability. Both Rogers (1951, 1961) and Perls (1946) perceive the most immediate experience of the organism to be the internal physiological sensations associated with emotionality and body sensation. The internal physiology is the most immediate center of experience and the communicator may or may not choose to relate to this experience when communicating to the person he is addressing himself to. As the content of the communication moves from reference to this internal immediate experience through descriptive references to both objects and events toward abstraction and references to thoughts, ideation and inferences, the content can be seen to be less immediate. As the content moves from the concrete to the abstract, the communication implicitly diminishes in immediacy. As the ideation expressed in the content of a given communication shifts from an implicit support for or avowal of some form of immediate experience toward an ideational content which expresses, implicitly or explicitly, contradiction, denial, disavowal or an attack on some form of immediate experience, the communication becomes clearly non-immediate. A message with a content which contradicts, denies or invokes change in immediate experience is non-immediate by its very nature.

As can beseeen, the verbal communication of the speaker is immediate when the language form and content present a clear, direct representation of the immediate experience of either the speaker, the person spoken to, or both. This requires a personalized reference to self or other (I and you as opposed to him, her, everybody, etc.); an active verb in the present tense; and description of concrete experience such as emotional experience, body sense or overt behavior. Such a message indicates recognition of and here-and-now acceptance of one's immediate experience.

## The Ford-Kuiken Scoring System

The following is a three dimensional scoring system for measuring verbal communication behavior according to the general construct referred to as Immediacy. The three classifications that represent the three dimensions are Referent, Content and Locus. The three dimensions are demonstrated below in Diagram I.


LOCUS
Here and Now
Here and Then
Here Inclusive and Now
Here inclusive and Then
There and Now
There and Then
REFERENT
Self
Relationship
Other
Description of Internal Process
Description of External Process
Ideation
Control
CONTENT

The three dimensions include the basic components of experiential immediacy, here-and-now immediacy, response-ability and relationship immediacy. Definitions, which specify how the verbal behavior is to be scored for each of the three dimensions, follow.

# REFERENT DIMENSION

Classification: Referent

Definition: The extent to which the speakers communication refers directly and explicitly to himself and/or his own experience. The most immediate classification is given to a verbal communication which refers exclusively to the speaker or a part aspect of the speaker. The least immediate classification is given when the speaker's verbal communication does not refer in any way to himself or his own experience. In addition, the level of immediacy is influenced by whether or not the speaker refers to himself as either responsible for or the initiator of the action rather than as a recipient of another's action.

Terms:

self = person speaking or a part of the person who is speaking (*e.g.* body parts).

other = a person, object or event external to the self.

active = actor or initiator of action.

non-active = respondent or recipient of an act or action.

→ = acting upon.

| Scoring | Referent | Forms |
|---|---|---|
| $R_1$ | Self | I |
| $R_2$ | Self → other | I → you, them, it, etc. |
| $R_3$ | Self and other → | We, the two of us..., You and I → |
| $R_4$ | → Self and other | → us, you and me, me and them |
| $R_5$ | Other→ self | You, they, it → me. |
| $R_6$ | Other | It, that, those, he, you, etc. |

Explanation and Examples

$R_1$ Self: A direct statement exclusively about either the speaker or a part of the person who is speaking (*e.g.* body parts). The speakers statement must clearly be in the form of an "I" message or be in the form of a possessive reference to a definite body part of the speaker. The message must not include any reference to any other person or object.

This scoring category includes;

a, Speaker-action-speaker units in which the speaker is both the agent and ohe object of the action
(*e.g.* I hate myself today).

b, Speaker-action units in which the speaker is the agent of the action
(*e.g.* I am learning)

c, Speaker-attribution units in which the speaker is described by an adjective or adjective phrase.
(*e.g.* I am lonely)

Rejection Rules

A unit would not be scored $R_1$:

*RR1* - if any reference is made to any other person, object or event.

*RR2* - if there is a possessive reference to an object, action, person or attribute other than a specific body part of the speaker.

*RR3* - if the "I" message is only a qualifying statement such as

I think...

I feel that...

I believe...

I suppose that...

or any other similar stem signaling uncertainty and followed by a statement of thought or belief such that the stem can be translated as "probably", "supposedly", "typically" or "certainly".

*RR4* - if the speaker refers to self in the second or third person.

*RR5* - if a body part is referred to without using the possessive form.

| Scorable Examples ($R_1$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. I hate myself today. | She hates me today. | *RR1* |
| | I hate him today. | *RR1* |
| 2. My teeth are chattering. | My aunt's teeth are chattering. | *RR2* |
| | I think teeth chattering is common. | *RR3, RR1* |
| 3. I am lonely. | I know loneliness. | *RR1* |
| | He is lonely too. | *RR1* |
| | You get lonely out here. | *RR4* |
| 4. I cut my leg. | I cut her leg | *RR1* |
| | It cut my leg. | *RR1* |
| 5. My stomach bothers me. | This stomach bothers me. | *RR5* |

$R_2$ Self → other: a direct "I" statement in which the speaker is acting on another person, object, or event external to himself; or in the case of a self → other attribution the self is presented as the focal referent of the description. In this case, possessive references to body parts are not treated as "Self".

This scoring category includes:

a, Speaker-action-object units in which the object is another person, object or event external to the speaker.
(*e.g.* I disagree with you)

b, Speaker-attribution units describing the speaker by virtue of reference to an external object, person or class of objects or persons.
(*e.g.* I was a football player)

Rejection Rules

A unit would not be scored $R_2$:

*RR1* - if it met the conditions for $R_1$.

*RR2* - if there was a possessive reference to a part of the speaker shown acting on another person, object or event.

*RR3* - if the speaker was neither the active agent nor the main referent of an attribution.

*RR4* - if the speaker was linked in a mutual or parallel relationship with another person as agents of the action.

*RR5* - if there is no reference to the speaker.

*RR6* - if the "I" message is only a qualifying statement such as "I think", or any other similar stem signaling uncertainty and followed by a statement of thought or belief such that the stem can be translated as "probably", "supposedly", "typically" or "certainly".

| Scorable Examples ($R_2$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. I disagree with you. | I am disagreeable. | *RR1* |
| | My tendency is to disagree with you. | *RR2* |
| | Disagreement with you is easy. | *RR3, RR5* |
| | We disagree with you. | *RR4* |
| 2. I want you to join. | You should join me. | *RR3* |
| | The two others should join. | *RR4* |
| | You should join. | *RR5* |
| 3. I was a football player. | I'm playing right now. | *RR1* |
| | Football is my sport. | *RR3* |
| | Football is a common sport. | *RR5* |
| 4. I kicked him. | My leg kicked him. | *RR2* |
| | I think I was kicked by you. | *RR6, RR3* |
| | I think kicking is bad. | *RR6, RR5* |

$R_3$ Self and other → : a statement linking the self of the speaker together with an external person, object or event in some common or shared action. This linkage brings self and other together either as actors or co-referents of an attribution.

This scoring category includes:

a, Speaker plus Other-action units or Speaker plus Other-action-object units in which the speaker and other act together

(*e.g.* Bill and I meet on Thursdays)

b, Speaker plus Other-attribution units in which the speaker and other are described by the same shared attribute

(*e.g.* We are cold)

c, Possessive Reference to body parts or self attributes in such a way that the body part or attribute is treated as an external object acting on another person, object or event as object. The possessive reference can be expressed as the possession of the speaker or a shared possession of the speaker and another person, object or event.

(*e.g.* My shoulder knocked it off)

Rejection Rules

A unit would not be scored $R_3$:

*RR1* - if it met the conditions for $R_1$ or $R_2$.

*RR2* - if the speaker and other are not linked together in a shared relationship.

*RR3* - if the speaker and other are referred to as recipients of an action.

*RR4* - if there is no reference to the speaker.

*RR5* - if the speaker alone is acted on by another person, object or event.

| Scorable Examples ($R_3$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. Bill and I tend to be late. | I am late. | *RR1* |
| | I am later than Bill. | *RR2* |
| | They made Bill and me late. | *RR3* |
| | Bill tends to be late. | *RR4* |
| | Bill made me late. | *RR5* |
| 2. I did it with Bill. | I did it. | *RR1* |
| | He did it with you. | *RR2, RR4* |
| | I did it without Bill. | *RR2* |
| | I did it to Bill. | *RR2* |
| 3. We were at the theatre. | They were at the theatre. | *RR2, RR4* |
| | They met us at the theatre. | *RR3* |
| 4. You and I are quite alike. | They are quite similar to you and I. | *RR3* |
| | You two are quite alike. | *RR2, RR4* |
| | You are quite like me. | *RR5* |
| 5. My shoulder knocked it off. | I knocked it off with my shoulder. | *RR1* |
| | My shoulder hurts me. | *RR1* |
| 6. Our facial gestures confused him. | I confused him with my facial gesture. | *RR1, RR2* |

$R_4$ → Self and Other: a statement linking the speaker together with an external person, object or event as co-recipients or co-respondents of some action. The language form of the unit identifies the speaker and other as conjointly passive (not active).

This scoring category includes:

a, Agent-action-Speaker plus Other units in which the speaker and other are acted upon by some third party

(*e.g.* You and I were tricked by George)

b, Identification/Attribution units in which a third party is described by virtue of a modifying or identifying verb phrase which includes reference to the subject and specifiable others

(*e.g.* He is not at all like us)

c, A conjoint possessive reference to a part aspect of self in such a way that the body part or attribute is treated as an external object being acted upon by a third party. This possessive reference must be expressed as a shared possession of the speaker and another person, object, or event.

(*e.g.* He hit our shoulders)

Rejection Rules

A unit would not be scored as $R_4$:

*RR1* - if it met the conditions for $R_1$, $R_2$, or $R_3$.

*RR2* - if the speaker and other are not linked together in a mutually shared relationship.

*RR3* - if the speaker and other are not passive or are presented as active or responsible for the action.

*RR4* - if there is no reference to the speaker.

*RR5* - if the speaker alone is acted on by the other.

| Scorable Examples ($R_4$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. You and I were tricked by George. | We tricked George. | *RR1, RR3* |
| | You and George tricked me. | *RR2, RR5* |
| | You were tricked by George. | *RR2, RR4* |
| | You were tricked by George and I. | *RR2, RR3* |
| 2. George tricked us. | George is a trickster. | *RR2, RR4* |
| 3. We were tricked. | We tricked him. | *RR1* |
| 4. He wants you and I to be there. | We want you to be there. | *RR2* |
| | I want the two of you to be there. | *RR2, RR3* |
| | We want him to be there. | *RR3* |
| | He wants you to be there. | *RR4* |
| | He wants me to be there. | *RR5* |
| 5. He is not at all like us. | We are like him. | *RR1* |
| | He isn't like you. | *RR2, RR4* |
| | He isn't at all like me. | *RR5* |

| Scorable Examples ($R_4$) | Non-Examples | Rule Violation |
|---|---|---|
| 6. He hit our shoulders. | My shoulder is sore. | *RR1,* |
| | He hit me on the shoulder. | *RR2, RR5* |
| | I hit his shoulder. | *RR2, RR3* |
| | He hit my shoulder. | *RR5* |
| 7. He checked our throats. | He checked her throat. | *RR4* |

$R_5$ Other → Self: a statement involving some external person, object, or event acting upon the speaker. The speaker is shown as passive.

This scoring category includes:

a, An Agent-action-speaker unit in which an external person, object, or event is described as acting in a unilateral or unreciprocated manner towards the speaker.

(*e.g.* John disagreed with me)

b, A possessive reference to a body part of the speaker in such a way that the body part is the recipient of the action. The passive form must be used in the reference to the part aspect (body part) of the speaker.

(*e.g.* He hit my shoulder)

Rejection Rules

A unit would not be scored as $R_5$:

*RR1* - if it met the conditions for $R_1$, $R_2$, $R_3$, or $R_4$.

*RR2* - if there was no direct reference to the speaker.

*RR3* - if the reference to the speaker is in the form of a possessive modifier applied to another person, object or event external to the speaker.

| Scorable Examples ($R_5$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. John disagreed with me. | I disagreed with John. | *RR1* |
| | John and I were in disagreement. | *RR1* |
| | John disagreed. | *RR2* |
| | My friend disagreed with John. | *RR3* |
| 2. You make me angry. | I get angry at you. | *RR1* |
| | I am angry. | *RR1* |
| | You like people to be angry. | *RR2* |
| | You make my aunt angry. | *RR3* |
| 3. He hit my shoulder. | My shoulder is sore. | *RR1* |
| | My shoulder bumped into him. | *RR2* |
| | He hits your shoulder all the time. | *RR2* |
| | He hit my son. | *RR3* |

$R_6$ Other →: a statement without any direct or implied reference to the speaker or a part aspect of the speaker.

a, Agent-action-object and Agent-action units in which the speaker is not referred to.

(*e.g.* The snow fell last night)

b, Agent-attribution units in which there is no reference to the speaker.

(*e.g.* The water is cold)

c, Possessive reference to non-body parts of the speaker in the form of a modifier applied to another person, object, or event external to the speaker.

(*e.g.* My aunt phoned him today)

Rejection Rules

A unit would not be scored $R_6$:

- if it met the conditions for $R_1$, $R_2$, $R_3$, $R_4$, or $R_5$.

| Scorable Examples ($R_6$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. I think the paers are due in a week. | I want the papers in a week. | *RR1* |
| | The papers are to be given to me. | *RR1* |
| 2. You are late. | You are later than me. | *RR1* |
| | We are late. | *RR1* |
| 3. You copied my homework. | You copied me. | *RR1* |
| | I copied your homework. | *RR1* |
| | We copied our homework. | *RR1* |
| 4. The job market has been poor. | I can't find a job. | *RR1* |
| | The job market has been poor for us. | *RR1* |

Scoring Practice I

__________ 1. George always interrupts me.

__________ 2. He did not clench his fists.

__________ 3. I feel quite angry.

__________ 4. Don't you hope to be finished soon?

__________ 5. You feel things aren't so good.

__________ 6. I hate Joan.

__________ 7. Bill doesn't believe you.

__________ 8. I feel he is an autocrat.

__________ 9. I feel confused.

__________ 10. He hit my shoulder.

Scoring Practice I Answers - REFERENT

$R_5$ 1. George always interrupts me. (other → self)
Rational: an external person is described as acting in a unilateral and unreciprocated manner towards the speaker.

$R_6$ 2. He did not clench his fists. (other → )
Rational: a statement without any direct or implicit reference to the speaker.

$R_1$ 3. I feel quite angry. (self → )
Rational: a direct statement exclusively about the speaker.

$R_6$ 4. Don't you hope to be finished soon? (other → )
Rational: a statement without any direct or implied reference to the speaker.

$R_6$ 5. You feel things aren't so good. (other → )
Rational: a statement without any direct or implied reference to the speaker.

$R_2$ 6. I hate Joan. (self → other)
Rational: a direct "I" statement in which the speaker is acting on another person.

$R_6$ 7. Bill doesn't believe you. (other → )
Rational: a statement without any direct or implied reference to the speaker.

$R_6$ 8. I feel he is an autocrat. (other → )
Rational: the stem I feel, is translated as I think which equals likely, probably, or supposedly and there is, thus, no reference to the speaker.

$R_1$ 9. I feel confused. (self → )
Rational: a direct "I" statement about the speaker exclusively.

$R_5$ 10. He hit my shoulder. (other → self)
Rational: a possessive reference to a body part of the speaker in such a way that the body part is the recipient of the action.

Scoring Practice II

__________ 1. What do you want from me?

__________ 2. They really make you very angry.

__________ 3. Do you honestly want your Ph.D. degree?

__________ 4. So you find yourself screaming at your daughter a lot.

__________ 5. What is your concept of a good marriage?

__________ 6. I don't trust myself with it.

__________ 7. I imagine that you feel quite unnatural.

__________ 8. Perhaps she seems too rigid and formal for Mike.

__________ 9. I just want to have a lot of practice under my belt.

__________ 10. My shoulder knocked it off the shelf.

## Scoring Practice II Answers - REFERENT

___$R_5$___ 1. What do you want from me?
**Rationale:** The unit is an agent-action-speaker unit in which an external person is shown as active (wanting) and the speaker is shown as the recipient of that action.

___$R_6$___ 2. They really make you very angry.
**Rationale:** This is a statement without any direct or implied reference to the speaker or a part aspect of the speaker. Even if the speaker were intending to refer to himself through the pronoun, "you", he has chosen a language form which does not make direct reference to himself as speaker.

___$R_6$___ 3. Do you honestly want your Ph.D. degree?
**Rationale:** This is a statement without any direct or implied reference to the speaker or part aspect of the speaker.

___$R_6$___ 4. So you find yourself screaming at your daughter a lot.
**Rationale:** This is a statement without any direct or implied reference to the speaker or part aspect of the speaker.

___$R_6$___ 5. What is your concept of a good marriage?
**Rationale:** This is a statement without any direct or implied reference to the speaker or part aspect of the speaker.

___$R_2$___ 6. I don't trust myself with it.
**Rationale:** This is a direct "I" statement in which the speaker is acting on another object (it).

___$R_6$___ 7. I imagine that you feel quite unnatural.
**Rationale:** The stem, "I imagine that", is translated as "probably" and is not scored as a unit. The remainder of the unit does not make any direct or implied reference to the speaker.

___$R_6$___ 8. Perhaps she seems too rigid and formal for Mike.
**Rationale:** This is a statement without any direct or implied reference to the speaker or part aspect of the speaker.

___$R_2$___ 9. I just want to have a lot of practice under my belt.
**Rationale:** This is a direct "I" statement in which the speaker is acting on another object or event external to himself (practice).

___$R_3$___ 10. My shoulder knocked it off the shelf.
**Rationale:** This is a special scoring circumstance to be watched for. When the speaker refers to a body part or self attribute in such a way that the body part or attribute is treated as an external object acting on another person or object, then this is scored as a referent to self and other acting.

## Scoring Practice III

__________ 1. You don't think this is valuable.

__________ 2. Why did you do it that way?

__________ 3. I'm not eligible to work here.

__________ 4. You're wondering what to do with your time?

__________ 5. I'm married to this guy.

__________ 6. We don't seem to be able to sort all of this out.

__________ 7. He feels guilty.

__________ 8. I get so annoyed.

__________ 9. Your marriage isn't exactly a bundle of joy.

__________ 10. I'm feeling very sad right now.

Scoring Practice III Answers - REFERENT

$R_6$ 1. You don't think this is valuable.
Rationale: This is a two-unit statement without any direct or implied reference to the speaker or part aspect of the speaker. It would be scored as two units: "You don't think that" and "this is valuable."

$R_6$ 2. Why did you do it that way?
Rationale: The question is translated in statement form as "you did do it that way." The statement does not make any direct or implied reference to the speaker or part aspect of the speaker.

$R_1$ 3. I'm not eligible to work here.
Rationale: The statement is exclusively about the speaker and is clearly in the form of an "I" message.

$R_6$ 4. You're wondering what to do with your time.
Rationale: This is a statement without any direct or implied reference to the speaker or part aspect of the speaker.

$R_2$ 5. I'm married to this guy.
Rationale: Although married implies a linkage between self and other, the speaker has chosen a language form suggesting "I" has acted on "this guy." This unit would thus be scored as a speaker-action-object unit.

$R_3$ 6. We don't seem to be able to sort all of this out.
Rationale: As "we" includes the speaker and other, this unit is scored as self and other as coreferents of the attribution.

$R_6$ 7. He feels guilty.
Rationale: This is a statement without any direct or implied reference to the speaker.

$R_1$ 8. I get so annoyed.
Rationale: This unit is a direct statement exclusively about the speaker in the form of an "I" message.

$R_6$ 9. Your marriage isn't exactly a bundle of joy.
Rationale: This is a statement without any direct or implied reference to the speaker.

$R_1$ 10. I'm feeling very sad right now.
Rationale: This unit is a direct statement exclusively about the speaker in the form of an "I" message.

Scoring Practice IV

________ 1. Don't tell me what to do.

________ 2. I'm really getting tired of all this.

________ 3. Bless your innocent little heart!

________ 4. I'm stuck here under these circumstances.

________ 5. Scoring these meaningless sentences is a drag.

________ 6. Our group is starting to feel the strain.

________ 7. I'm not so sure about this idea.

________ 8. Bill has a lot of work to do.

________ 9. I want a beer.

________ 10. I'm making this sentence up.

Scoring Practice IV

$R_5$ 1. Don't tell me what to do.

$R_2$ 2. I'm really getting tired of all this.

$R_6$ 3. Bless your innocent little heart!

$R_2$ 4. I'm stuck here under these circumstances.

$R_6$ 5. Scoring these meaningless sentences is a drag.

$R_3$ 6. Our group is starting to feel the strain.

$R_2$ 7. I'm not so sure about this idea.

$R_6$ 8. Bill has a lot of work to do.

$R_2$ 9. I want a beer.

$R_2$ 10. I'm making this sentence up.

Scoring Practice V

_________ 1. Hockey is an exciting game.

_________ 2. The game is all tied up at the moment.

_________ 3. I feel hurt.

_________ 4. I'm going to pick up up at 8:00.

_________ 5. I'm on my way right now.

_________ 6. Bill beats me at poker every time.

_________ 7. It's too black and white.

_________ 8. There is no room for me in all this.

_________ 9. I'm falling asleep.

_________10. I really want to quit.

Scoring Practice V

$R_6$ 1. Hockey is an exciting game.

$R_6$ 2. The game is all tied up at the moment.

$R_1$ 3. I feel hurt.

$R_2$ 4. I'm going to pick you up at 8:00.

$R_1$ 5. I'm on my way right now.

$R_5$ 6. Bill beats me at poker every time.

$R_6$ 7. It's too black and white.

$R_5$ 8. There is no room for me in all this.

$R_1$ 9. I'm falling asleep.

$R_1$ 10. I really want to quit.

Scorable examples:

| | R | C | L |
|---|---|---|---|
| 1. He felt that George was too aggressive | | | |
| 2. Jack wanted you to be there | | | |
| 3. You feel pretty angry right now | | | |
| 4. I think the course grades are too low | | | |
| 5. I'd like to talk to you/ | | | |
| /about how you and I work together | | | |
| 6. Oh, I see what you mean | | | |
| 7. I gave John a going over | | | |
| 8. I know who you are | | | |
| 9. She dislikes calling home | | | |
| 10. You talked to me | | | |
| 11. I just watched | | | |
| 12. I am very angry | | | |
| 13. Tom waited | | | |
| 14. He is a logger | | | |
| 15. They are paid well for doing it | | | |
| 16. I am pleased with you tonight | | | |
| 17. You and I could go to a show | | | |
| 18. Your fist is clenched/ | | | |
| /Are you angry | | | |
| 19. Sit down quickly | | | |
| 20. You watched T.V. for two hours | | | |
| 21. It is not important to me/ | | | |
| /because my feelings don't hurt easily | | | |
| 22. Maybe you could think of something/ | | | |
| /that I could yell | | | |
| 23. How can I tell how you feel | | | |
| 24. We've been very depressed lately | | | |
| 25. You have to count your blessings to keep on the happy side | | | |
| 26. You seem to be feeling sad | | | |
| 27. Here comes our friend | | | |
| 28. That was magnificant (that refers to something other person has done) | | | |
| 29. Do we have to go | | | |
| 30. I picked it out for you | | | |

Scorable examples:

| | R | C | L |
|---|---|---|---|
| 1. He felt that George was too aggressive | 6 | | |
| 2. Jack wanted you to be there | 6 | | |
| 3. You feel pretty angry right now | 6 | | |
| 4. I think the course grades are too low | 6 | | |
| 5. I'd like to talk to you/ | 2 | | |
| /about how you and I work together | 3 | | |
| 6. Oh, I see what you mean | 2/6 | | |
| 7. I gave John a going over | 2 | | |
| 8. I know who you are | 2/6 | | |
| 9. She dislikes calling home | 6 | | |
| 10. You talked to me | 5 | | |
| 11. I just watched | 1 | | |
| 12. I am very angry | 1 | | |
| 13. Tom waited | 6 | | |
| 14. He is a logger | 6 | | |
| 15. They are paid well for doing it | 6 | | |
| 16. I am pleased with you tonight | 2 | | |
| 17. You and I could go to a show | 3 | | |
| 18. Your fist is clenched/ | 6 | | |
| /Are you angry | 6 | | |
| 19. Sit down quickly | 6 | | |
| 20. You watched T.V. for two hours | 6 | | |
| 21. It is not important to me/ | 5 | | |
| /because my feelings don't hurt easily | 3 | | |
| 22. Maybe you could think of something/ | 6 | | |
| /that I could yell | 1 | | |
| 23. How can I tell how you feel | | | |
| 24. We'av been very depressed lately | 3 | | |
| 25. You have to count your blessings to keep on the happy side | 6 | | |
| 26. You seem to be feeling sad | 6 | | |
| 27. Here comes our friend | 6 | | |
| 28. That was magnificent (that refers to something other person has done) | 6 | | |
| 29. Do we have to go | 3 | | |
| 30. I picked it out for you | 2 | | |

# LOCUS DIMENSION

Classification: Locus

Definition: extent to which the time/space quality of a communication is here-and-now as opposed to there-and-then.

Terms: Here means the speaker, the addressee, part aspects of either the speaker or addressee (*e.g.* body parts), and/or objects or events within the immediate spatial proximity of the speaker and/or the addressee. Only objects or events directly involved in the shared task or interaction would be accepted as here. Examples of this would be tools, equipment, materials and clothing currently being used by either of the communicants. The spatial proximity of the speaker is thus bounded by his interaction with the person spoken to. Any reference to a person, object or event that does not meet the above conditions is not here.

Here Inclusive means that the message unit includes both a here reference and a there reference. For example, the message may refer to the speaker and/or the addressee and in addition refer to a person, object or event that is not within the immediate spatial proximity of the communicants.

There means that what the speaker refers to is outside of the immediate spatial proximity of the speaker and the person spoken to. There is no reference to the speaker, addressee, part aspects of the communicants or immediately shared objects or events. There may include all objects, persons or events which are within the perceptual field of the communicants but not within the spatial zone immediately bounded by their interaction. There includes any objects not immediately being used by the communicants or any events in which neither of the communicants is currently engaged. Simply, there is not here.

Now means that what the speaker refers to must be clearly and specifically happening at the present moment. The content must be expressed in the present tense. However, if the message is in the present tense and it the same time is readily interpretable as a statement of generalization to omoments beyond the present specific moment then the reference is not now. For example, an attribution unit which can be interpreted as a generalization referring to past and/or future situations would be scored as not now (*e.g.* "Yes, we are friends.").

Then means that what the speaker refers to is not necessarily happening at the present moment but is rather a reference to either, something particular to a past or future event or to a generalization which includes moments in time other than the specific moment now. Any content that is expressed in the past or future tense is scored as then. Any content which is generalizable to past or future moments in time is scored as then.

| Scoring | Locus |
|---|---|
| $L_1$ | Here-and-Now |
| $L_2$ | Here-and-Then |
| $L_3$ | Here Inclusive-and-Now |
| $L_4$ | Here Inclusive-and-Then |
| $L_5$ | There-and-Now |
| $L_6$ | There-and-Then |

## Explanation and Examples

$L_1$ Here-and-Now: The content of the message is perceived as referring to a person, object, or event in the immediate spatial and relational zone of the communication and the content is rexpressed in the present tense. The spatial and relational zone of the communication is the zone inclusive of the speaker, the person spoken to, and all events and objects immediately involved in this relationship. Examples of involved objects and events might be tools, the shared task, and clothing on the participants.

### Rejection Rules

A unit would not be scored as $L_1$:

*RR1* - if there was any reference to a person, object, or event that does not fall in the spatial or relational zone.

*RR2* - if the unit is not in the present tense.

*RR3* - if the unit is an attribution unit in the present tense and the attribution can be seen as generalizable to either past or future moments.

*RR4* - if the verb in the unit is such that it can be typically interpreted as generalizable to include either past or future moments.

| Scorable Examples ($L_1$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. I am angry at you right now. | I am angry at Bill. | *RR1* |
| | I was angry at you. | *RR2* |
| | I am an angry person. | *RR3* |
| | I get angry. | *RR4* |
| 2. You seem upset. | He seems upset. | *RR1* |
| | You seemed upset | *RR2* |
| | You will be upset. | *RR2* |
| | You are upset so easily. | *RR4* |
| 3. Your dress is turning me on. | That dress is turning me on. | *RR1* |
| | I liked that dress. | *RR1*, *RR2* |
| | The way you dress turns me on. | *RR4* |

$L_2$ Here-and-Then: The content refers to the person speaking and/or the person spoken to, or to any event or object involved in the spatial zone of this relationship but the reference is made in the past or future tense. This scoring category also applies to attribution units where the attribution to the speaker and/or person spoken to, is generalizable to past or future moments.

Rejection Rules

A unit would not be scored $L_2$:

*RR1* - if it met the conditions for $L_1$.

*RR2* - if there is any reference to a person, object or event that does not fall in the spatial or relational zone of the communicants.

| Scorable Examples ($L_2$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. You were better at this last year. | You are doing this quite well. | *RR1* |
| | You were better at tennis last year. | *RR2* |
| 2. I was quite alert. | I'm quite alert. | *RR1* |
| | She was quite alert. | *RR2* |
| | I was quite alert to their attack. | *RR2* |
| 3. I'm your friend. | I feel friendly toward you right now. | *RR1* |
| | I'm feeling friendly. | *RR1* |
| | He is your friend. | *RR2* |

$L_3$ Here Inclusive-and-Now: The content refers to a person, object, or event within the spatial/relational zone of the speaker and the person spoken to; and, in addition, refers to a person, object, or event that is not within the immediate spatial proximity of the communicants. The content must be expressed in the present tense and not typically generalized to past or future.

Rejection Rules

A unit would not be scored $L_3$:

*RR1* - if it met the conditions for $L_1$ or $L_2$.

*RR2* - if there was no reference to either the speaker, person spoken to, or to any object or event in the spatial or relational zone of the communication.

*RR3* - if the unit is not in the present tense.

*RR4* - if the unit is an attribution unit in the present tense and the attribution can be seen as generalizable to either past or future moments.

*RR5* - if the verb in the unit is such that it can be typically interpreted as generalizable to either past or future.

| Scorable Examples ($L_3$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. George and I are listening to you. | I am listening to you. | *RR1* |
| | They are listening. | *RR2* |
| | George and I listened to you. | *RR3* |
| | George and I are good listeners. | *RR4* |
| | George and I listen well. | *RR5* |
| 2. We are following the blue car. ("We" does not include addresses) | We are following the blue car. ("We" includes the addressee) | *RR1* |
| | He is following the blue car. | *RR2* |
| | We were following the blue car. | *RR3* |
| | We follow a blue car. | *RR5* |
| 3. I am going with them. | I am going with you. | *RR1* |
| | They are going to be there. | *RR2, RR3* |
| 4. They are playing with you. | I am playing with you. | *RR1* |
| | They are playing with him. | *RR2* |
| | They played with you before. | *RR3* |

$L_4$ Here Inclusive-and-Then: The content refers to a person, object or event within the spatial/relational zone of the speaker and the person spoken to; and, in addition, refers to a person, object, or event that is not within the immediate spatial/relational proximity of the communicants. The content is expressed an a past or future tense. This may also include attribution units or verb usage where the attribution or verb tense is generalizable to past or future moments.

Rejection Rules

A unit would not be scored as $L_4$:

*RR1* - if it met the conditions for $L_1$, $L_2$, or $L_3$.

*RR2* - if there was no reference to either the speaker, person spoken to or to any object or event in the spatial or relational zone of the communicants.

| Scorable Examples ($L_4$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. George and I were late. | George and I are late. | *RR1* |
| | George and Bill were late. | *RR2* |
| 2. We missed the train. | We are on the train. | *RR1* |
| | They missed the train. | *RR2* |
| 3. Our group did the task on time. | Their group did the task. | *RR2* |

$L_5$ There-and-Now: the content refers to something or someone external to the immediate spatial and relational zone of the speaker, and the person spoken to. The content is expressed in the present tense.

Rejection Rules

A unit would not be scored as $L_5$:

*RR1* - if it met the conditions for $L_1$, $L_2$, $L_3$, or $L_4$.

*RR2* - if the unit is an attribution unit in the present tense and the attribution can be seen as generalizable to either past or future moments.

*RR3* - if the verb in the unit is such that it can be interpreted as generalizable to include either past or future moments.

*RR4* - if the content is expressed in the past tense.

| Scorable Examples ($L_5$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. George is eager to get done. | I am eager to get the job done. | *RR1* |
| | George is always eager to get done. | *RR2* |
| 2. My parents are waiting. | We are waiting. | *RR1* |
| | My parents are patient. | *RR2* |
| | My parents wait for him. | *RR3* |
| | My parents were waiting. | *RR4* |
| 3. They are searching for the book. | I am searching for the book. | *RR1* |
| | They are interested in the book. | *RR2* |
| | They search for good books. | *RR3* |
| | They searched for the book. | *RR4* |

$L_6$ There-and-Then: the content refers to some person, pbject or event external to the spatial zone of the relationship between the speaker and the person spoken to. Such objects and events would be any activity not currently engaged in by either of the communicants and any objects not directly being used by either of the communicants in a shared task. These objects or events may be near the communicants, but are consisered to be outside of their spatial zone if they are not part of any activity shared by the communicants. Reference to these external referents is in either the past or future tense.

Rejection Rule

A unit would not be scored $L_6$:

*RR1* - if it met the conditions for $L_1$, $L_2$, $L_3$, $L_4$ or $L_5$.

| Scorable Examples ($L_6$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. Boy, was she angry. | Boy, was I angry. | *RR1* |
| | She is really angry. | *RR1* |
| 2. They did their share. | We did our share. | *RR1* |
| | They are doing their share. | *RR1* |
| 3. George is a good hockey player. | George is playing in this game. | *RR1* |
| | You are a good hockey player. | *RR1* |

# LOCUS SCORING PRACTICE

Scoring Practice I

__________1. George always interrupts me.

__________2. He did not clench his fists.

__________3. I feel quite angry.

__________4. Don't you hope to be finished soon?

__________5. You feel things aren't so good.

__________6. I hate Joan.

__________7. Bill doesn't believe you.

__________8. I feel he's an autocrat.

__________9. I feel confused.

__________10. He hit my shoulder.

Scoring Practice I Answers - Locus

L4 1. George always interrupts me.
Rationale: The unit includes reference to speaker and another person in the general past tense.

L6 2. He did not clench his fists.
Rationale: The unit has no reference to the speaker, addressee or immediately shared objects or events and is in the past tense.

L1 3. I feel quite angry.
Rationale: The unit refers exclusively to the speaker and is in the present tense.

L1 4. Don't you hope to be finished soon?
Rationale: The unit refers exclusively to the addressee and is in the present tense. The verb, in the context of the sentence, is not generalizable to past or future.

L6 5. You feel things aren't so good.
Rationale: The unit does not refer to either the speaker, addressee or immediately shared objects or events and is an attribution unit which is generalizable to the past and future. (Note the stem, "you feel", is translated as "you think that", and is interchangeable with "*probably*", "*generally*" and is consequently not scored.)

L3 6. I hate Joan.
Rationale: The unit refers to the speaker and to a person that is not within the immediate spatial/relational zone of the communication. The verb in the unit is expressed in the present tense.

L3 7. Bill doesn't believe you.
Rationale: The unit refers to the addressee and to a person that is not within the immediate spatial/relational zone of the communication. The verb in the unit is expressed in the present tense.

L6 8. I feel he is an autocrat.
Rationale: The unit is an attribution unit which does not refer to the speaker, addressee, or immediately shared object or event. The attribution is in the present tense but can be generalized to either past or future. (Note: the stem, "I feel", is translated as "I think that" and is interchangeable with "*supposedly*" or "*probably*" and is consequently not scored.)

L1 9. I feel confused.
Rationale: The unit is an exclusive reference to the

speaker and is an explicit description of what is happening at the present moment.

L4 10. He hit my shoulder.
Rationale: The unit refers both to a past aspect of the speaker and to another person not in the immediate spatial/relational zone of the communication. The unit is expressed in the past tense.

Scoring Practice II

________ 1. What do you want from me?

________ 2. They really make you very angry.

________ 3. Do you honestly what your Ph. D. degree?

________ 4. So you find yourself screaming at your daughter a lot.

________ 5. What is your concept of a good marriage?

________ 6. I don't trust myself with it.

________ 7. I imagine that you feel quite unnatural.

________ 8. Perhaps she seems too rigid and formal for Mike.

________ 9. I just want to have a lot of practice under my belt.

________ 10. My shoulder knocked it off the shelf.

## Scoring Practice II Answers - Locus

L1 1. What do you want from me?
Rationale: The unit includes reference to the speaker and the addressee exclusively and is expressed in the present tense.

L4 2. They really make you very angry.
Rationale: The unit includes reference to the addressee and to persons external to the speaker-addressee spatial/relational zone (they). The verb tense is such that it would typically be interpreted as generalizable to include either past or future moments.

L3 3. Do you honestly want your Ph.D. degree?
Rationale: The unit includes reference to the addressee and to an object external to the speaker-addressee spatial/relational zone (your Ph.D. degree). The verb tense is in the present.

L4 4. So you find yourself screaming at your daughter a lot.
Rationale: The unit includes reference to the addressee and to a person external to the speaker-addressee spatial/relational zone (your daughter). The verb tense is generalized by the phrase "at lot" to include past moments.

L6 5. What is your concept of a good marriage?
Rationale: Although the possessive form, "your" is used the unit does refer to an object or event external to the spatial zone of the relationship between the speaker and the person spoken to. Such object or event is not currently shared by the communicants. The attribution is generalizable to past and future tense.

L3 6. I don't trust myself with it.
Rationale: The unit refers to the speaker and in addition refers to an object (it) that is not within the immediate spatial proximity of the communicants. The content is expressed in the present tense.

L1 7. I imagine that you feel quite unnatural.
Rationale: The stem, "I imagine that" is interpreted as "probably" and is not scored as a unit. The remainder of the unit refers exclusively to the addressee and is in the present tense.

L6 8. Perhaps she seems too rigid and formal for Mike.
Rationale: There is no reference to either the speaker or addressee or any object or event within the immediate spatial/relational zone of the communicants. The attribution is generalizable

to past and future moments.

L3 9. I just want to have a lot of practice under my belt.
Rationale: The unit includes reference to the speaker and to an object or event external to the speaker-addressee relationahip ("practice" and "under my belt"). The unit is expressed in the present tense.

L4 10. My shoulder knocked it off the shelf.
Rationale: The unit refers to a part aspect of the speaker (my shoulder) and to an object external to the speaker-addressee relationahip. The unit is in the past tense.

Scoring Practice III

_______ 1. You don't think/this is valuable.

_______ 2. Why did you do it that way?

_______ 3. I'm not eligible to work here.

_______ 4. You're wondering what to do with your time?

_______ 5. I'm married to this guy.

_______ 6. We don't seem to be able to sort all of this out.

_______ 7. He feels guilty.

_______ 8. I get so annoyed.

_______ 9. Your marriage isn't exactly a bundle of joy.

_______ 10. I'm feeling very sad right now.

## Scoring Practice III Answers - Locus

L3, L6 1. You don't think this is valuable.

Rationale: This is actually two units and should typically be indicated as such before you are to score. The two units are "You don't think (that)/ this is valuable." In the first unit, there is a reference to both the addressee and an object or event (that) which is exclusive to the relationship between the communicants. In the first unit the present tense is not generalizable. In the second unit there is no reference to the speaker or addressee. There are no clues that "this" refers to an object or event within the immediate spatial/relational zone of the communicants. Consequantly this unit is scored as "there". As the attribution is generalizable to past and future the unit is also scored as "then".

L4 2. Why did you do it that way?

Rationale: The unit includes reference to the addressee plus reference to an object or event (it) external to the spatial/relational zone of the communicants. The unit is in the past tense.

L2 3. I'm not eligible to work here.

Rationale: The attribution unit is exclusively about the speaker and is generalizable to past and future.

L1 4. You're wondering what to do with your time?

Rationale: This unit is made difficult by the phrase, "your time". The decision is whether or not this is a reference to an object external to the spatial/relational zone. I would decide that this is a part aspect of the addressee and score this as an exclusive reference to "here" in the present tense.

L4 5. I'm married to this guy.

Rationale: This unit refers to both the speaker and a person external to the spatial/relational zone of the communicants. The attribution is generalizable to past and future.

L4 6. We don't seem to be able to sort all of this out.

Rationale: This unit refers to both the speaker and another person (We). It would be important to determine if "we" refers to the communicants or the speaker and an external person. In addition, the unit refers to objects ("all of this") which are not clearly indicated as within the spatial/relational zone. Consequently, the unit is scored as "here-inclusive". The attribution is generalizable to past moments and scored as "then".

L5 7. He feels guilty.
Rationale: This unit does not make any direct or implied reference to the speaker or addressee and would be scored as "there". The unit is in the present tense and would be scored as "now".

L2 8. I get so annoyed.
Rationale: This unit refers exclusively to the speaker and implies reference to past and future moments.

L6 9. Your marriage isn't exactly a bundle of joy.
Rationale: This unit does not refer directly to either the speaker or the addressee, a part aspect (body part) of either of the communicants, or a shared object or event within the spatial/relational zone. The possessive use of "your" in modifying the noun, "marriage", does not include this in the communicant's spatial/relational zone. The attribute is generalizable to past and future.

L1 10. I'm feeling very sad right now.
Rationale: This unit refers exclusively to the speaker in the present tense.

Scoring Practice IV

_______ 1. Don't tell me what to do.

_______ 2. I'm really getting tired of all this.

_______ 3. Bless your innocent little heart!

_______ 4. I'm stuck here under these circumstances.

_______ 5. Scoring these meaningless sentences is a drag.

_______ 6. Our group is starting to feel the strain.

_______ 7. I'm not so sure about this idea.

_______ 8. Bill has a lot of work to do.

_______ 9. I want a beer.

_______ 10. I'm making this sentence up.

Scoring Practice IV

L2 1. Don't tell me what to do.

L3 2. I'm really getting tired of all this.

L1 3. Bless your innocent little heart!

L3 4. I'm stuck here under these circumstances.

L6 5. Scoring these meaningless sentences is a drag.

L3 6. Our group is starting to feel the strain.

L3 7. I'm not so sure about this idea.

L6 8. Bill has a lot of work to do.

L1 9. I want a beer.

L3 10. I'm making this sentence up.

Scoring Practice V

_______ 1. Hockey is an exciting game.

_______ 2. The game is all tied up at the moment.

_______ 3. I feel hurt.

_______ 4. I'm going to pick you up at 8:00.

_______ 5. I'm on my way right now.

_______ 6. Bill beats me at poker every time.

_______ 7. It's too black and white.

_______ 8. There is no room for me in all this.

_______ 9. I'm falling asleep.

_______ 10. I really want to quit.

Scoring Practice V

L6 1. Hockey is an exciting game.

L5 2. The game is all tied up at the moment.

L1 3. I feel hurt.

L2 4. I'm going to pick you up at 8:00.

L1 5. I'm on my way right now.

L4 6. Bill beats me at poker every time.

L6 7. It's too black and white.

L4 8. There is no room for me in all this.

L1 9. I'm falling asleep.

L1 10. I really want to quit.

Scorable examples:

|  | R | C | L |
|---|---|---|---|
| 1. He felt that George was too aggressive |  |  |  |
| 2. Jack wanted you to be there. |  |  |  |
| 3. You feel pretty angry right now |  |  |  |
| 4. I think the course grades are too low |  |  |  |
| 5. I'd like to talk to you/<br>/about how you and I work together |  |  |  |
| 6. Oh, I see what you mean |  |  |  |
| 7. I gave John a going over |  |  |  |
| 8. I know who you are |  |  |  |
| 9. She dislikes calling home |  |  |  |
| 10. You talked to me |  |  |  |
| 11. I just watched |  |  |  |
| 12. I am very angry |  |  |  |
| 13. Tom waited |  |  |  |
| 14. He is a logger |  |  |  |
| 15. They are paid well for doing it |  |  |  |
| 16. I am pleased with you tonight |  |  |  |
| 17. You and I could go to a show |  |  |  |
| 18. Your fist is clenched/<br>/Are you angry |  |  |  |
| 19. Sit down quickly |  |  |  |
| 20. You watched T.V. for two hours |  |  |  |
| 21. It is not important to me/<br>/because my feelings don't hurt easily |  |  |  |
| 22. Maybe you could think of something/<br>/that I could yell |  |  |  |
| 23. How can I tell how you feel |  |  |  |
| 24. We've been very depressed lately |  |  |  |
| 25. You have to count your blessing<br>to keep on the happy side |  |  |  |
| 26. You seem to be feeling sad |  |  |  |
| 27. Here comes our friend |  |  |  |
| 28. That was magnificant (that<br>refers to something other person has done). |  |  |  |
| 29. Do we have to go |  |  |  |
| 30. I picked it out for you |  |  |  |

Scorable examples:

| | | R | C | L |
|---|---|---|---|---|
| 1. | He felt that George was too aggressive | | | 6 |
| 2. | Jack wanted you to be there. | | | 4 |
| 3. | You feel pretty angry right now | | | 1 |
| 4. | I think the course grades are too low | | | 5 |
| 5. | I'd like to talk to you/. | | | 2 |
| | /about how you and I work together | | | 2 |
| 6. | Oh, I see what you mean | | | 1/1 |
| 7. | I gave John a going over | | | 4 |
| 8. | I know who you are | | | 1/1 |
| 9. | She dislikes calling home | | | 6 |
| 10. | You talked to me | | | 2 |
| 11. | I just watched | | | 2 |
| 12. | I am very angry | | | 1 |
| 13. | Tom waited | | | 6 |
| 14. | He is a logger | | | 6 |
| 15. | They are paid well for doing it | | | 6 |
| 16. | I am pleased with you tonight | | | 1 |
| 17. | You and I could go to a show | | | 4 |
| 18. | Your fist is clenched/ | | | 1 |
| | /Are you angry | | | 1 |
| 19. | Sit down quickly | | | 1 |
| 20. | You watched T.V. for two hours | | | 4 |
| 21. | It is not important to me/ | | | 3 |
| | /because my feelings don't hurt easily | | | 2 |
| 22. | Maybe you could think of something/ | | | 4 |
| | /that I could yell | | | 4 |
| 23. | How can I tell how you feel | | | 2 |
| 24. | We've been very depressed lately | | | 2 |
| 25. | You have to count your blessing to keep on the happy side | | | 4 |
| 26. | You seem to be feeling sad | | | 1 |
| 27. | Here comes our friend | | | 3 |
| 28. | That was magnificant (that refers to something other person has done). | | | 6 |
| 29. | Do we have to go | | | 3 |
| 30. | I picked it out for you | | | 4 |

# CONTENT DIMENSION

Classification: Content

Definition: the extent to which the content of the verbal communication represents (explicitly, concretely, and descriptively), immediate experience. Immediate experience includes all of the privately experienced internal processes associated with sensory experiencing. The communicator is verbally immediate when these internal processes are represented explicitly and concretely via the content of the communication. That is, the communicator may describe these internal processes clearly and directly and thereby communicate a clear representation of immediate experience; or the communicator can choose a verbal content which does not clearly represent these privately experienced internal processes and thereby provide a less explicit, less direct representation of immediate experience. Therefore, for purposes of scoring the level of immediacy of the content of a verbal message, the following hierarchical ranking of recognizable content variations is used:

a, the most immediate content is characterized by clear explicit description of internal processes such as feeling, sensing and awareness experiences.

b, the next most immediate content is characterized by clear explicit description of behavior, and concrete external events or objects which are observable and verifiable by others.

c, moving from concrete description to increasing levels of abstration, the third category is characterized by expressions of thought in the form of opinions, beliefs, generalizations which do not contradict, deny or demand change in immediate experience.

d, the next most immediate content is that content which suggests that something other than what is happening should be happening such that immediate experience is thereby contradicted or urged to be different.

We can see then that this classification system scores according to variations in the concreteness vs. abstraction of the representation of immediate experience; and according to the degree of acceptance, support, avowal or positive evaluation (vs. contradiction, disavowal, or demand for change) demonstrated in the representation of the immediate experience.

Terms:

Internality - descriptions of feeling, body sense and internal awareness.

Description - description of observable behavior and concrete events or objects.

Ideation - expressions of opinions, beliefs, generalizations and evaluations which do not imply or explicitly indicate regulation of immediate experience.

Control - expressions of content which is clearly intended to regulate, structure and/or change immediate experience.

| Scoring | Content |
|---|---|
| $C_1$ | Description of feeling, body sense or concrete subjective process. |
| $C_2$ | Description of an action urge or feelings by simile. |
| $C_3$ | Description of feeling, body sense, or concrete subjective process by negation. |
| $C_4$ | Description of observable and concrete behavior or action. |
| $C_5$ | Statement of opinion, belief, generalization or evaluation which does not contradict, deny, or indicate regulation of immediate experience. |
| $C_6$ | Statement of non-expressive, programmed, stereotypical, cliche nature in which there is no implicit or explicit regulation or attempts to change and structure immediate experience. |
| $C_7$ | Statement indicating a request, suggestion, or invitation to change or restructure immediate experience such that some choice is implied; or a statement of moderate negative evaluation which indicates contradiction, denial, or regulation of immediate experience. |
| $C_8$ | Statement indicating a demand or strong command to change or restructure immediate experience such that compliance is apparently presumed. |
| $C_9$ | A statement of intense negative evaluation, ridicule, threat or punishment. |

Explanation and Examples

$C_1$ Description of feeling, body sense or concrete internal processes:

The content of the unit refers to internal processes such as emotional or body states in clear explicit descriptive terms. Reference to internal processes of thinking, imagining, wondering, etc., would be scored if the unit content describes the process as an action (*i.e.* the "--ing" suffix is an important indicator). The unit must describe what is experienced internally and must be non-judgemental. This scoring category does not score thoughts or opinions - rather it would score references to internal processes including reference to acts of thinking, wondering, etc.

Rejection Rules:

A unit would not be scored $C_1$:

*RR1* - if the primary content of the unit is not a description of internal processes.

*RR2* - if the reference to internal process is a qualifying statement of the nature -

I think...

I believe...

I suppose that...

or any other similar stem signaling uncertainty and followed by a statement of thought or belief such that the stem can be translated as "probably", "supposedly", "typically", or "certainly".

*RR3* - if the phrases "feel", "felt", "feel that", "felt that" are used such that they can be translated as "think" or "thought". In such cases, the remainder of the unit would then be scored in subsequent categories.

*RR4* - if the description of feeling or internal process is done through simile or reference to an action urge.

*RR5* - if the description of internal process, feeling or body state is expressed as a negation.

*RR6* - if there is inclusion of any words or phrases indicating that the internal processes, feelings or body states referred to, in that unit, should be different.

| Scorable Examples ($C_1$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. You feel confused? | You are often like this. | *RR1* |
| | I think that you don't know what to do. | *RR2* |
| | I feel that you don't know what to do. | *RR3* |
| | I feel you don't know what to do. | *RR3* |
| | You feel like a man without direction. | *RR4* |
| | You feel like giving up? | *RR4* |
| | You don't feel confused? | *RR5* |
| | Don't feel so confused. | *RR6* |

| Scorable Examples ($C_1$) | Non-Examples | Rule Violation |
|---|---|---|
| 2. You seem to feel angry. | You seem to be an angry person. | *RR1* |
| | I think that you shouldn't feel so angry. | *RR2*, *RR6* |
| | You feel like a caged lion. | *RR4* |
| | You want to hit me? | *RR4* |
| | You don't feel angry. | *RR5* |
| | You don't really feel angry. | *RR6* |
| 3. My heart is beating very fast. | A relaxed heart beats slower than mine is. | *RR1* |
| | I should relax and slow down my heart. | *RR6* |
| 4. I've just been thinking about that. | I think that it isn't the right way. | *RR1* |
| | I feel I should think about that. | *RR3* |

$C_2$ Description of an action urge or feelings by simile: the content of the unit must either refer to an impulse toward some action where the action is referred to in specific behavioral terms; or describe the feeling state by allusion or simile.

Rejection Rules:

A unit would not be scored $C_2$:

*RR1* - if it met the conditions of $C_1$.

*RR2* - if the primary content of the unit is not a description of internal processes.

*RR3* - if the description via simile is not a reference to internal feeling state.

*RR4* - if the description is expressed as a negation.

*RR5* - if the description uses the phrases "feel", "felt", "feel that", "felt that" such that they can be translated as "think" or "thought". In such cases, the remainder of the unit would then be scored in subsequent categories.

*RR6* - if the description via an action urge implicitly or explicitly indicates "should or should not", "must or must not", "ought to or ought not".

| Scorable Examples ($C_2$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. He felt like leaving. | He felt hurt. | *RR1* |
| | He talked about leaving. | *RR2* |
| | He looked like a bear. | *RR3* |
| | He didn't feel like leaving. | *RR4* |
| | He felt that it was time to leave. | *RR5* |
| | He felt like he should leave. | *RR6* |
| 2. You thought of hitting him over the head? | You thought he deserved to be hit? | *RR2* |
| | You didn't want to hit him? | *RR4* |
| | You feel he deserves to be hit? | *RR5* |
| | You thought you shouldn't hit him? | *RR6* |
| 3. I feel like a newborn babe. | I feel scared and excited. | *RR1* |
| | Being new to something is hard. | *RR2* |
| | I looked like a newborn babe. | *RR3* |
| | I sure didn't feel like a new baby. | *RR4* |

| Scorable Examples ($C_2$) | Non-Examples | Rule Violation |
|---|---|---|
| | I feel a newborn baby has it tough. | *RR5* |
| | I shouldn't feel like a baby at my age. | *RR6* |
| 4. He probably feels as if he lost a friend. | He feels upset. | *RR1* |
| | He seems to think he's lost a friend. | *RR2* |
| | He doesn't feel so bad. | *RR4* |
| | He feels he lost a friend. | *RR5* |
| | He shouldn't be so upset. | *RR6* |

$C_3$ Description of feeling, body sense, action urge, concrete internal processes, or feelings by simile, using the negation form: the unit states what is not being felt or experienced internally. This form usually implies opposite feelings. Extra emphasis of a negation would lead this to be scored in subsequent categories ($C_7$, $C_8$, or $C_9$).

Rejection Rules

A unit would not be scored $C_3$:

*RR1* - if the unit met the conditions for $C_1$ or $C_2$.

*RR2* - if the primary content of the unit is not a description of internal processes.

*RR3* - if the reference to internal process is a qualifying statement of the nature -

I don't think...

I don't suppose....

or any other similar stem signalling uncertainty and followed by a statement of thought, or belief such that the stem can be translated as "probably not", "not likely", "certainly not", or "it's unlikely that".

*RR4* - if the phrases "feel", "felt", "feel that", or "felt that" are used such that they can be translated as "think" or "thought". In such cases, the remainder of the unit would then be scored in subsequent categories.

*RR5* - if the description implicitly or explicitly indicates "should or should not", "must or must not", "ought to or ought not".

*RR6* - if the negation uses an emphatic negation. This is usually indicated by repetition, by use of full word form when abbreviations are the common usage (*i.e.* I am not vs I'm not), or by heightened voice tone.

| Scorable Examples ($C_3$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. I don't feel very happy. | I feel quite sad. | *RR1* |
| | Things aren't so good. | *RR1* |
| | I don't think this is working. | *RR3* |
| | I feel things aren't so good. | *RR4* |
| | I don't want to be so unhappy. | *RR5* |
| | I am not happy! | *RR6* |
| 2. He didn't feel angry? | He felt angry? | *RR1* |
| | He had good control? | *RR2* |
| | I don't think he got angry. | *RR3* |
| | I feel he wasn't a grouch. | *RR4* |

| Scorable Examples ($C_3$) | Non-Examples | Rule Violation |
|---|---|---|
| | He didn't want to be angry. | *RR5* |
| | He was not angry! | *RR6* |
| 3. They weren't afraid of him? | They tried not to be afraid. | *RR5* |
| | They weren't really afraid? | *RR6* |

$C_4$ Description of concrete observations: The unit must be a description of concrete observations of behavior of persons, objects or events; or manifestations and concrete attributes of persons, objects or events.

This scoring category includes:

a, descriptions of observable and concrete behavior or actions such that

- the unit must refer to specific and observable behavior,
- the unit must be non-evaluative,
- the unit must be factual and non-interpretive.

Such descriptions may be in the form of any of the following:

1. quotations of what was said using exact words.
2. descriptions of a single act or behavior.
3. description of the frequency of a given behavior.
4. description through comparison such that the comparison does not imply good/bad/better/worse/right/wrong.

and 5. description of behaviors that did not occur.

b, description of observable and concrete attributions

- the unit must be a reference to verifiable external qualities or attributes.
- the attribution in the unit must be factual and non-interpretive.

Rejection Rules

A unit would not be scored $C_4$:

*RR1* - if it met the conditions for $C_1$, $C_2$, or $C_3$.

*RR2* - if the content of the unit is

- general (for example words such as always, never, everyone, people; or words for general categories of behavior such as domineering, caring, authorative; are used.)
- evaluative - either directly or indirectly indicating good/bad or right/wrong.

and/or - inferential-interpretive - such that it is a guess about the meaning of a behavior, underlying feelings or intentions, or the category of a behavior. Labeling is most often a mixture of evaluative and inferential content.

*RR3* - if there is inclusion of any qualifying phrase suggesting the behavior should or should not have occurred or should or should not occur; or that the attribution should or should not be what it is.

*RR4* - if the description is expressed as an emphatic denial of behavior through repetition, increase in voice tone or word usage indicating denial.

| Scorable Examples ($C_4$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. He clenched his fists. | He felt like clenching his fists. | RR1 |
| | He always clenches his fists. | RR2 |
| | He get psychotic at times. | RR2 |
| | He's pretty excitable at times. | RR2 |
| | He wanted you to stop. | RR2 |
| | He shouldn't have clenched his fists. | RR3 |
| | He did not clench his fists! | RR4 |
| 2. I ran here. | I was eager to get here. | RR1 |
| | I always run when I'm late. | RR2 |
| | I should run when I'm late. | RR3 |
| | I did not run! | RR4 |
| 3. Gerry didn't interrupt me today. | Gerry always interrupts. | RR2 |
| | Gerry is rude. | RR2 |
| | Gerry wanted me to stop talking. | RR2 |

$C_5$ Statement of opinion, belief, generalization or evaluation: this includes any unit in which the content is a statement of opinion, belief, generalization or evaluation which does not contradict, deny, or indicate regulation of immediate experience. Such statements are either opinions or guesses and do not describe internal process or concrete observations of behavior. Generalized references to behavior may be scored in this category if there is no implication that immediate experience should not be what it is. Any evaluation must not be negative.

Rejection Rules

A unit would not be scored $C_5$:

*RR1* - if it met the conditions for $C_1$, $C_2$, $C_3$ or $C_4$.

- if it contained any negative evaluation - direct or indirect indications that behavior, feelings or attributes should not be what they are.
- if the statement of thought or opinion is expressed in the form of a cliché or stereotyped response.

| Scorable Examples ($C_5$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. I think the Eskimos were the better team. | I really enjoyed the game. | *RR1* |
| | The Eskimos should play Bell. | *RR2* |
| | Go, Eskimos, Go. | *RR3* |
| 2. I think we are ready. | I think we should be ready. | *RR2* |
| | The early bird gets the worm. | *RR3* |
| 3. Why do people do it this way? | I'm confused. | *RR1* |
| | I want people to do it this way. | *RR1* |
| | People follow each other like sheep. | *RR3* |
| 4. I feel it's a good idea. | This idea excites me. | *RR1* |
| | I feel committed to this idea. | *RR1* |
| | I am thinking about your idea. | *RR1* |
| | I should like this idea. | *RR2* |
| | Good ideas come in pairs. | *RR3* |

$C_6$ Cliché statements: statements of non-expressive, reflexive or programmed, stereotypical, cliché nature in which there is no implicit or explicit regulation or attempts to change and restructure immediate experience. The statement is in the form of a habitual response.

Rejection Rules:

A unit would not be scored $C_6$:

*RR1* - if it met the conditions for $C_1$, $C_2$, $C_3$, $C_4$, or $C_5$.

*RR2* - if it contained any indication implicitly or explicitly that immediate experience should be different from what it is.

*RR3* - if there is any negative evaluation.

| Scorable Examples ($C_6$) | Non-Examples | Rules Violation |
|---|---|---|
| 1. How are you today? | I'm guessing you feel sad today. | *RR1* |
| | I see you are dressed in bright colors today. | *RR1* |
| | I think the day is going to be fine. | *RR1* |
| | You should take it easy today. | *RR2* |
| 2. You get out what you put in. | I think a person has to work hard. | *RR1* |
| | You should work harder. | *RR2* |
| 3. I'll see you later. | I will meet you at 1:00. | *RR1* |
| | I'll have to meet you later. | *RR2* |

$C_7$ Statements indicating a request, suggestion or invitation to change or restructure immediate experience such that some choice is implied: the content of this message either explicitly or implicitly suggests that something other than what is happening could or should happen. The immediate experience is thereby contradicted and invited or urged to be different. This category would include:

a) moderate negative evaluations

b) rhetorical questions which contradict immediate experience. A rhetroical question is a question which implicitly states an opinion about a related issue and expects the speaker to agree with the opinion. The rhetorical question would be scored in this category if the implicitly stated opinion indicates that the immediate experience dould or should be different. This category would be scored if agreement or compliance is expected but not required.

### Rejection Rules

A unit would not be scored $C_7$:

*RR1* - if it met the conditions for $C_1$, $C_2$, $C_3$, $C_4$, $C_5$ or $C_6$.

*RR2* - if the statement involved either a direct command that something should beedifferent or an intense negative evaluation, ridicule, threat or punishment for the way things are.

| Scorable Examples ($C_7$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. You could be more eager to finish. | You seem eager to finish. | *RR1* |
| | You aren't eager to finish. | *RR1* |
| | Hurry up and finish! | *RR2* |
| | If you don't hurry, I'm leaving. | *RR2* |
| 2. I should try to finish this. | I want to finish this. | *RR1* |
| | Finish it! | *RR2* |
| | Don't be so damn slow! | *RR2* |
| 3. You might be more careful. | You want to be careful. | *RR1* |
| | You are trying to be careful. | *RR1* |
| | Be more careful! | *RR2* |
| | You're like a bull in a | |

| Scorable Examples ($C_7$) | Non-Examples | Rule Violation |
|---|---|---|
| | china shop. | *RR2* |
| 4. I've got to be less aggressive. | I am aggressive. | *RR1* |
| | I have to stop! | *RR2* |
| | I've got to stop being so stupid. | *RR2* |

$C_8$ Statement of Direct Command: a unit in which the content indicates a strong demand or strong command to change or restructure immediate experience such that compliance is apparently presumed. This is different from $C_7$ in its force and expectation that the immediate experience will be/must be changed. This includes units where the content suggests that a referent is made to be a certain way, do a certain behavior or have a certain feeling.

Rejection Rules

A unit would not be scored as $C_8$:

*RR1* - if it met the conditions for $C_1$, $C_2$, $C_3$, $C_4$, $C_5$, $C_6$, or $C_7$.

*RR2* - if the statement includes either an intense negative evaluation, ridicule, threat, or punishment.

| Scorable Examples ($C_8$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. Sit down! | I would like you to sit down. | *RR1* |
| | Don't just stand there like an idiot. | *RR2* |
| 2. Listen to me when I'm talking! | I want to talk to you. | *RR1* |
| | If you don't listen to me, I'll .... | *RR2* |

| Scorable Examples ($C_8$) | Non-Examples | Rule Violation |
|---|---|---|
| 3. Don't be so angry!! | Don't you think you're getting too upset? | RR1 |
| | You're feeling pretty angry. | RR1 |
| | I'm anxious when you are angry. | RR1 |
| | If you get angry, I'm leaving. | RR2 |
| | Don't be so stupid! | RR2 |

$C_9$ Statement of intense negative evaluation or consequence: the content of this unit indicates either negative judgements, consequences, or possible consequences if immediate experience is not changed. This content is expressed either as intense negative evaluations, ridicule, threats or punishments.

Rejection Rules

A unit would not be scored $C_9$:

- if it met the conditions for $C_1$, $C_2$, $C_3$, $C_4$, $C_5$, $C_6$, $C_7$ or $C_8$.

| Scorable Examples ($C_9$) | Non-Examples | Rule Violation |
|---|---|---|
| 1. That's really stupid! | I think that is the wrong way. | RR1 |
| | I'm irritated by that. | RR1 |
| | People often do things the wrong way. | RR1 |
| | I want you to do this differently. | RR1 |
| 2. You're so overly defensive! | I see you interrupting each time he speaks. | RR1 |
| | I feel anxious with you. | RR1 |
| | Your voice tone has risen. | RR1 |

| Scorable Examples ($C_9$) | Non-Examples | Rule Violation |
|---|---|---|
| | Stop being defensive about this! | RR1 |
| 3. If you don't stop that, you'll get hit. | I want you to stop doing this. | RR1 |
| | Stop that! | RR1 |
| | I'm frightened when you do that. | RR1 |
| | Please stop. | RR1 |

## Summary of Content Scoring Guidelines

1. Read the overall unit and determine general direction.
2. Do not get caught into judging unit by I vs. You message criteria.
3. Check the verb first to determine predominant content.
4. Any verb unit which is expressed as:

   have to
   must
   should
   made
   do not

   } becomes a control statement and is scored in C7 or C8 as per rules.

5. Any question is automatically perceived as two units:

   Unit 1 = "Tell me" as implied control message and a score of C7 is given.

   Unit 2 - question read as statement and scored as usual.

6. A rhetorical question is scored if the question begins with the following stems:

   Don't you think ...
   Didn't you ...
   Have you thought about ...
   Wouldn't it be best to ...

   } or any such similar stem.

7. Whenever you are considering a score of C4, double check to see if a specific action or manifestation is described.
8. Whenever giving a score of C5 double check for negative evaluations or regulation verbs and use C7 if these are present.

# CONTENT SCORING PRACTICE

Scoring Practice I

______ 1. George always interrupts me.
______ 2. He did not clench his fists.
______ 3. I feel quite angry.
______ 4. Don't you hope to be finished soon?
______ 5. You feel things aren't so good.
______ 6. I hate Joan.
______ 7. Bill doesn't believe you.
______ 8. I feel he is an autocrat.
______ 9. I feel confused.
______ 10. He hit my shoulder.

## Scoring Practice I Answers - Content

C5 1. George always interrupts me.
Rationale: The inclusion of the word, "always", makes the statement a general statement of thought or belief and disqualifies it as a description of behavior (C4).

C4 2. He did not clench his fists.
Rationale: This is a description of a behavior that did not occur. Punctuation indicates this was not an emphatic statement of denial.

C1 3. I feel quite angry.
Rationale: The content refers to emotional state in clear descriptive form.

C7 4. Don't you hope to be finished soon?
Rationale: A *rhetorical question* which implicitly states that the immediate experience could or should be what is stated.

C5 5. You feel things aren't so good.
Rationale: A stem, "you feel", translates as, "you think that", and the unit is a statement of opinion, belief or generalization.

C1 6. I hate Joan.
Rationale: The content refers to internal process by describing the emotional state.

C5 7. Bill doesn't believe you.
Rationale: The content is a statement of and is not a description of observable concrete behavior description of internal process in action using the negative form.

C5 8. I feel he is an autocrat.
Rationale: The stem, "I feel", translates as, "I think that", and the unit is a statement of thought, belief, or evaluation.

C1 9. I feel confused.
Rationale: The content refers to internal process by describing the emotional state.

C4 10. He hit my shoulder.
Rationale: The unit refers to a specific and observable behavior.

Scoring Practice II

_______ 1. What do you want from me?

_______ 2. They really make you very angry.

_______ 3. Do you honestly want your Ph.D. degree?

_______ 4. So you find yourself screaming at your daughter a lot.

_______ 5. What is your concept of a good marriage?

_______ 6. I don't trust myself with it.

_______ 7. I imagine that you feel quite unnatural.

_______ 8. Perhaps she seems too rigid and formal for Mike.

_______ 9. I just want to have a lot of practice under my belt.

_______ 10. My shoulder knocked it off the shelf.

Scoring Practice II Answers - Content

C1 1. What do you want from me?

Rationale: The question form is translated in statement form as "You do want what from me." This is a special case where the phrase "you want what" refers to the internal process of "wanting". If the verb (want) was followed by a transitive verb (e.g. to eat), this would be scored as an action urge. If the verb (want) was followed by a reference to another person (e.g. Bill) this would be scored as a suggestion or invitation to alter immediate experience.

C8 2. They really make you very angry.

Rationale: The phrase "really make you" indicates that the speaker experiences the feeling of anger as being controlled by "they". This is a regulation of immediate experience where compliance is preserved.

C1 3. Do you honestly want your Ph.D. degree?

Rationale: The question form is translated in statement form as, "You do honestly want your Ph.D. degree." The unit refers to the internal process of "wanting" a given object.

C4 4. So you find yourself screaming at your daughter a lot.

Rationale: The unit primarily describes concrete behavior in its reference to "screaming at your daughter". This description is a reference to a specific behavior and is non-evaluative.

C5 5. What is your concept of a good marriage?

Rationale: The question form is translated in statement form as "your concept of a good marriage is what". The unit content is scored as a reference to opinion or belief which does not indicate regulation of immediate experience.

C3 6. I don't trust myself with it.

Rationale: The statement states what is not being felt or experienced internally.

C3 7. I imagine that you feel quite unnatural.

Rationale: The stem statement "I imagine that" is translated as "probably" and is not scored. The remainder of the unit describes internal emotional state through analogy to "unnatural". The negation form is used (un--natural). This is not a clear specific description of feeling using one of the emotion labels.

__C7__ 8. Perhaps she seems too rigid and formal for Mike.
Rationale: This is not a behavior description. Rather the phrase, "seems too rigid and formal" is a suggestion that what is happening could or should not happen.

__C1__ 9. I just want to have a lot of practice under my belt.
Rationale: The verb (want) followed by the transitive verb (to have) is not scored as an action urge in that the transitive verb (to have) does not imply action. In this case the phrase, "want to have", is perceived as a description of the internal process of wanting. No regulation of another person or experience is implied.

__C4__ 10. My shoulder knocked it off the shelf.
Rationale: The unit is a concrete description of an observable action.

Scoring Practice III

________ 1. You don't think/this is valuable.

________ 2. Why did you do it that way?

________ 3. I'm not eligible to work here.

________ 4. You're wondering what to do with your time?

________ 5. I'm married to this guy.

________ 6. We don't seem to be able to sort all of this out.

________ 7. He feels guilty.

________ 8. I get so annoyed.

________ 9. Your marriage isn't exactly a bundle of joy.

________ 10. I'm feeling very sad right now.

## Scoring Practice III Answers - Content

C3, C5 1. You don't think this is valuable.
Rationale: The content is a statement of inference. There are actually two parts:
a, "you don't think that" - which is scored as a description of internal process by negation.
b, "this is valuable" - which is an attribution in the form of a statement of evaluation and opinion. It is not sufficiently concrete or specific to be scored as a description.

C5 2. Why did you do it that way?
Rationale: The question would be translated in statement form as "you did do it that way". This is not a clear, specific description of behavior so would be scored as a statement of thought.

C4 3. I'm not eligible to work here.
Rationale: The unit is a statement of attributions describing verifiable and concrete qualities or attributes.

C1 4. You're wondering what to do with your time.
Rationale: The content of the unit refers to the internal process of "wondering". The internal process is described as an action.

C4 5. I'm married to this guy.
Rationale: The unit is a statement of attribution describing verifiable and concrete qualities or attributes.

C5 6. We don't seem to be able to sort all of this out.
Rationale: The verb phrase, "seem to be able to sort", is neither a description of behavior nor a regulation message. This unit is a statement of opinion.

C2 7. He feels guilty.
Rationale: As guilty is not an emotion label, this unit is translated as an analogy/simile: "He feels like he is guilty."

C1 8. I get so annoyed.
Rationale: This is a description of internal process by use of an emotion term.

C7 9. Your marriage isn't exactly a bundle of joy.
Rationale: Although this unit has cliche qualities, the content indicates negative judgements.

C1 10. I'm feeling very sad right now.
Rationale: This unit is a clear description of internal process by use of an emotion term.

## Scoring Practice IV

________ 1. Don't tell me what to do.

________ 2. I'm really getting tired of all this.

________ 3. Bless your innocent little heart

________ 4. I'm stuck here under these circumstances.

________ 5. Scoring these meaningless sentences is a drag.

________ 6. Our group is starting to feel the strain.

________ 7. I'm not so sure about this idea.

________ 8. Bill has a lot of work to do.

________ 9. I want a beer.

________ 10. I'm making this sentence up.

Scoring Practice IV

__C8__ 1. Don't tell me what to do.

__C1__ 2. I'm really getting tired of all this.

__C6__ 3. Bless your innocent little heart

__C5__ 4. I'm stuck here under these circumstances.

__C5__ 5. Scoring these meaningless sentences is a drag.

__C2__ 6. Our group is starting to feel the strain.

__C3__ 7. I'm not so sure about this idea.

__C5__ 8. Bill has a lot of work to do.

__C1__ 9. I want a beer.

__C1__ 10. I'm making this sentence up.

Scoring Practice V

_______ 1. Hockey is an exciting game.

_______ 2. The game is all tied up at the moment.

_______ 3. I feel hurt.

_______ 4. I'm going to pick you up at 8:00.

_______ 5. I'm on my way right now.

_______ 6. Bill beats me at poker every time.

_______ 7. It's too black and white.

_______ 8. There is no room for me in all this.

_______ 9. I'm falling asleep.

_______ 10. I really want to quit.

Scoring Practice V

C5 1. Hockey is an exciting game.

C4 2. The game is all tied up at the moment.

C1 3. I feel hurt.

C4 4. I'm going to pick you up at 8:00.

C4 5. I'm on my way right now.

C5 6. Bill beats me at poker every time.

C7 7. It's too black and white.

C5 8. There is no room for me in all this.

C1 9. I'm falling asleep.

C1 10. I really want to quit.

Scorable examples:

| | | R | C | L |
|---|---|---|---|---|
| 1. | He felt that George was too aggressive | | | |
| 2. | Jack wanted you to be there. | | | |
| 3. | You feel pretty angry right now | | | |
| 4. | I think the course grades are too low | | | |
| 5. | I'd like to talk to you/. /about how you and I work together | | | |
| 6. | Oh, I see what you mean | | | |
| 7. | I gave John a going over | | | |
| 8. | I know who you are | | | |
| 9. | She dislikes calling home | | | |
| 10. | You talked to me | | | |
| 11. | I just watched | | | |
| 12. | I am very angry | | | |
| 13. | Tom waited | | | |
| 14. | He is a logger | | | |
| 15. | They are paid well for doing it | | | |
| 16. | I am pleased with you tonight | | | |
| 17. | You and I could go to a show | | | |
| 18. | Your fist is clenched/ /Are you angry | | | |
| 19. | Sit down quickly | | | |
| 20. | You watched T.V. for two hours | | | |
| 21. | It is not important to me/ /because my feelings don't hurt easily | | | |
| 22. | Maybe you could think of something/ /that I could yell | | | |
| 23. | How can I tell how you feel | | | |
| 24. | We've been very depressed lately | | | |
| 25. | You have to count your blessings to keep on the happy side | | | |
| 26. | You seem to be feeling sad | | | |
| 27. | Here comes our friend | | | |
| 28. | That was magnificent (that refers to something other person has done) | | | |
| 29. | Do we have to go | | | |
| 30. | I picked it out for you | | | |

Scorable examples:

| | | R | C | L |
|---|---|---|---|---|
| 1. | He felt that George was too aggressive | | 7 | |
| 2. | Jack wanted you to be there. | | 7 | |
| 3. | You feel pretty angry right now | | 1 | |
| 4. | I think the course grades are too low | | 7 | |
| 5. | I'd like to talk to you/. | | 2 | |
| | /about how you and I work together | | 4 | |
| 6. | Oh, I see what you mean | | 1/5 | |
| 7. | I gave John a going over | | 5 | |
| 8. | I know who you are | | 1/5 | |
| 9. | She dislikes calling home | | 1 | |
| 10. | You talked to me | | 4 | |
| 11. | I just watched | | 4 | |
| 12. | I am very angry | | 1 | |
| 13. | Tom waited | | 4 | |
| 14. | He is a logger | | 4 | |
| 15. | They are paid well for doing it | | 5 | |
| 16. | I am pleased with you tonight | | 1 | |
| 17. | You and I could go to a show | | 7 | |
| 18. | Your fist is clenched/ | | 4 | |
| | /Are you angry | | 1 | |
| 19. | Sit down quickly | | 8 | |
| 20. | You watched T.V. for two hours | | 4 | |
| 21. | It is not important to me/ | | 5 | |
| | /because my feelings don't hurt easily | | 5 | |
| 22. | Maybe you could think of something/ | | 7 | |
| | /that I could yell | | 7 | |
| 23. | How can I tell how you feel | | 7 | |
| 24. | We've been very depressed lately | | 1 | |
| 25. | You have to count your blessings to keep on the happy side | | 7 | |
| 26. | You seem to be feeling sad | | 1 | |
| 27. | Here comes our friend | | 4 | |
| 28. | That was magnificent (that refers to something other person has done) | | 5 | |
| 29. | Do we have to go | | 7 | |
| 30. | I picked it out for you | | 4 | |

# THE UNIT OF ANALYSIS

# THE UNIT OF ANALYSIS

The unit to which the preceding dimensions are applicable are of three basic types: 1) agent-action-object units, 2) agent-action units, and 3) identification/attribution units. The term "agent" refers to the initiator of action in units which involve action. The term "object" refers both to the recipient of an action in units which involve action and the nominal referents in identification/attribution units. Agent and object do not necessarily correspond to the grammatical subject and object of a sentence, although frequently they do. In "I like ice cream", the agent-object correspondence to grammatical structure occurs, but in "I am hated by John", the agent is the object of a prepositional phrase, and the object, as used here, is the subject of the sentence. Further, in identification/ attribution units, there is no agent and both the subject and predicate of a unit may include objects, *e.g.* "Jim is a logger."

All three basic units are analogous to variations of the simple sentence. The principles for identifying these units will be demonstrated for simple declarative sentences, while it is assumed that the same principles apply to their interrogative, imperative, or passive transformations. Throughout the following discussion, syntax will provide the principles by which the unit types may be identified, but it is important to recognize that semantics and syntax are both necessary to identify the various forms of basic unit (Rommetveit, 1968). For example, the agent and object of the sentence "They are flying planes" become the objects of identification/attribution units which "flying planes" is understood as a noun phrase.

1. Agent-action-object units may take any of the following forms:

$S_1$ = Noun phrase + transitive verb + noun phrase, object

"I want a diamond ring."

"Tom likes to eat berries."

"Ann dislikes calling home."

"I know who you are."

Note that a noun phrase may be 1) a noun and its modifiers, 2) an infinitive phrase, 3) a participial phrase, or 4) a subordinate clause.

$S_2$ = Noun phrase + transitive verb + noun phrase, indirect object + noun phrase, object

"I gave John a going over."

"Ken saved his father some money."

"You told me when I could leave."

"Tom likes Jim to eat berries."

$S_1$ and $S_2$ both include: 1) an agent, a noun phrase; 2) an action, the transitive verb and, perhaps, a second verb in a phrase or clause, and 3) an object, the direct or indirect object. However, the agent-action-object relationship is a semantic and not a syntactic one, and, therefore, sometimes intransitive verbs will produce statements with these three elements.

$S_3$ = Noun phrase + intransitive verb + prepositional phrase

"Tom waited for me."

"He ran to school."

"You talked to me."

$S_4$ = Noun phrase + intransitive verb + infinitive phrase

"I waited to pick up more fuel."

"I listened to determine the source."

$S_5$ = Noun phrase + copula + participial phrase

"Tom is eating berries."

"You are granting amnesty."

$S_6$ = Noun phrase + verb phrase, passive voice + prepositional phrase

"The girl is chased by the boys."

"The desk is to be accepted by the student."

"Their friends were driven out by the smoke."

$S_6$ is presented to demonstrate the transformation of a simple sentence into passive voice. In this case, the agent is the object of the preposition, the action is the main verb, and the object is the sentence subject.

II. Agent-action units include an agent and an action but no discernable object of the action.

$S_7$ = Noun phrase + transitive verb + (infinitive phrase)

"Tom likes to eat."

"I just watched."

$S_8$ = Noun phrase + copula + participle

"Tom is eating."

$S_9$ = Noun phrase + intransitive verb + (prepositional phrase)

"Tom waited."

"I rested until six o'clock."

$S_9$ and $S_3$, $S_8$ and $S_5$, and $S_7$ and $S_4$ should be compared to appreciate the differences between agent-action and agent-action-object units. Note that the possible prepositional phrase in $S_9$ is a time or location reference which is clearly not an object of the agent's action. Compare this with the object of the preposition in $S_3$.

III. (Non-action) identification/attribution units take the following forms:

$S_{10}$ = Noun phrase + copula + noun phrase or adjective

"He is a logger."

"That was magnificent."

Copulas include forms of the verb "to be", "seems", "appears", etc. Note that the verb "feel" may occasionally fill this function when its intransitive form is used, *e.g.* "The water feels warm." More frequently, however, the verb is used in its transitive form.

These three basic forms of units are exhaustive if the precautions outlined below are followed.

A. Under some circumstances, the agent of an action may be implicit in the unit, rather than explicit. In these cases, the implied agent must be identifiable in order to correctly label the unit as agent-action-object or agent-action. Usually in imperatives (*e.g.* "Leave this room!") and occasionally in interrogative communications (*e.g.* "Why leave this room?"), the agent is implicit but clearly identifiable from the communication context. In these cases, if the implicit agent is added (*e.g.* "(You) leave the room!"), the statement may be assessed for the criteria as listed above to determine which of the three unit types it is.

Another instance in which the agent may be tacit is when passive voice is used, *e.g.* "The reservation was confirmed (by the hotel manager)." In this case, too, the agent is added and the above criterion used.

Note: This means that the agent or object must be clearly identifiable from the communication context. Otherwise, the unit is an agent-action unit, a sentence fragment, or imcomplete sentence and the criteria for F and G (below) apply.

B. In ordinary discourse, some words have a diffuse significance which is only understandable in a concrete situation. These so-called deictic words (*e.g.* now, this, that, he, she, it, etc.) are usually but not always used as pointers for more specific phenomena in a communication context. When the known context does not delimit the meaning, the classification of the unit may be altered as follows:

1. In fragments like "It is possible (obvious, evident)," or "It seems (seemed)", etc., the word "it" actually has no delimited menaing, regardless of context. Instead, "it" serves an ambiguous deictic function by "pointing" to verbs and adjectives which express a degree of certainty or uncertainty. Therefore, when the following substitutions can be made without significant loss of meaning, the fragment may not serve as cause for an independent unit: "Obviously" for "It is obvious", "Possible" for "It is possible", "Seemingly" for "It seems", etc. For example, in the sentence, "It is possible that he lied", "possibly" is an adequate substitute, and, consequently the sentence is only one unit, rather than two, *i.e.* "X" is possible" and "He lied". On the other hand, "It is possible to forget" does not permit such a substitution. However, it is a single unit because it can be re-written, "To forget is possible" (see 2 below).

2. Deictic words that have no delimited meaning frequently are the subjects of sentences having the form "A is ____ing", *e.g.*

"It is raining." Such sentences have no real agent, even though the predicate complement suggests action. Therefore, these units will be classified as identification/attribution since they serve only to identify an event or an attribute of an event.

C. When fragments, such as "I believe (feel, know, imagine, suppose, think, etc.)", are used to signal certainty or uncertainty about the communication, they are not genuine self-references. These "pragmatic operators" (Rommetveit, 1968, P. 61, ff.) serve only an expressive function and are usually not part of the linguistically mediated content. Therefore, when the following substitutions can be made without significant loss of meaning, the fragment may not serve as cause for an independent unit: "Probably" for "I guess", "Supposedly" for "I suppose", "Certainly" for "I know", etc. If these substitutions fail, genuine self-reference is inferred and two units are created. On the other hand, if substitution is possible, the unit remains a single unit. For example, "I feel that you are lying" may be translated "Perhaps you are lying" without loss of meaning. Therefore, it remains a single unit.

D. Infinitive and participial phrases require special attention. Frequently, when these phrases are embedded in sentences, the participial phrases and infinitive phrases constitute separable units. For example, when an infinitive or participial phrase is used as a noun in a sentence, giving the sentence two verb phrases, the sentence is still a single unit. But if the participial or infinitive phrase is not a noun, but rather, a modifying adjective or adverb phrase, it may be scored as an independent unit. Consider these examples:

a) "He watched the changing of the guard." (participial phrase used as a noun, one unit)

b) "They are paid well for doing it." (one unit)

c) "Looking carefully through a microscope, I saw the mites." (participial phrase used as adverb, two units)

d) "To be alone is vital to real creative thought." (infinitive phrase used as noun, one unit)

However, there is a limitation on this relationship. That is, when an infinitive or participial phrase is used as an adverb or adjective, the sentence is scored as two units if and only if the modifying phrase provides additional information and does not simply provide essential identificatory information for the object or action which it modifies.

a) "Locked up like that, he cannot hurt anyone." (participial phrase adding information, two units: "He is locked up like that. He cannot hurt anyone.")

b) "He watched the boy running the machines." (participial phrase probably necessary to identify which boy, one unit. Note: if the context were such that we already knew which boy, two units would be scored because then the units carry independent information.)

c) "The house to be sold is new." (infinitive phrase identifying a noun, one unit)

In short, only if an adverb or adjective phrase is not deictic, *i.e.* pointing to which object or action is the subject for communication, does it become an independent unit.

E. Complex sentences. When an independent clause and one or more subordinate clauses are joined by relative pronouns (*e.g.* who, whose, etc.) or subordinating conjunctions (*e.g.* after, which, etc.), the criteria for units of analysis are analogous to those for infinitive phrases or participial phrases. (Note that, unlike in Bales' analysis, complex sentences do not always include more than one unit.) The following criteria are used to determine when a complex sentence is broken into separately scoreable units and when it is scored intact.

Complex sentences are scored as one unit when the subordinate clause takes the place of a noun in the sentence, *i.e.* when it is a noun clause.

a) "When you go is of no concern to me." (Noun clause is subject of sentence, one unit)

b) "Your comments, which are quite accurate, are cold and unfriendly." (two units)

Complex sentences are also scored as one unit when the subordinate clause identifies or defines a noun or verb in the independent clause, *i.e.* when it merely serves a deictic function. If the clause provides additional information, however, it is scored separately.

a) "It is not important to me because I won't be using statistics." (two units)

b) "The man who lost his shoes is cold tonight." (subordinate clause identifies subject, one unit)

c) "Maybe you could think of something (that) I could yell." (subordinate clause identifies object, one unit)

d) "The boy, who longed for his mother, had nightmares." (If we did not already know which boy, one unit; if we already knew, two units.)

Note: There is an essential limitation on our ability to identify a manageable and maximally useful unit of analysis (*cf.* also Wiener and

Mehrabian, 1968, p. 97-98). In fact, occasionally a complex sentence (with participial or infinitive phrases or subordinate clauses) is of sufficient complexity to grant the subordinate clause or phrase status as a unit itself. This occurs when the component parts of the complex sentence are both fairly complex and long enough to attribute them the status of "independent thought" even though they are not independent clauses or phrases. The criterion to be used is the following: If the two components of the sentence are of different levels in the dimensions of Referrent, Content, and Locus, two units are scored. This frequently occurs when a subordinate clause or infinitive or participial phrase is an object of a preposition, as in some of the examples below.

a) "The fact that you own the Chateau Lacombe/does not make me like you." (two units)

b) "I will be asking you to talk about me." (two units)

c) "How do I know how you feel about the fact/that I was condemning your best friend." (two units)

d) "We've been very concerned about what will happen to you/when you rejoin your friends tonight." (two units)

These examples should be compared with earlier examples so that the degree of complexity reflected here is more clearly seen.

F. A compound predicate is usually broken into its constituent parts, each of which is given a score.

a) "You should never trust and admire others too much." (compound predicate, two units)

Exception: A compound subject or predicate is occasionally used to identify a single object or action, *e.g.* "I spoke up and said ...", or

"I know the nuts and bolts of this." In these cases, one unit is scored.

Compound sentences, *i.e.* those which are made up of two or more clauses that might stand as independent sentences but which are joined by coordinating or correlative conjunctions (*e.g.* and, but, either...or), are always more than one unit.

G. Sentence Fragments.

"What?", "Hugh?", "Yeah", or "O.K." are not scored as separate units because they do not meet the criterion of a simple sentence - even though they may be responses to simple sentences.

H. False starts and incomplete sentences.

False starts are not scored unless 1) they are made up of a subject and verb of a simple sentence and 2) the implicit object is clearly implied and not made explicit in a subsequent unit. For example:

a) "Like...I say...I mean that I shouldn't be here."
(one unit. "I say"...is not scored)

b) "Starting soon...when we start/we will tell each other our stories." (two units)

c) "Are you uncomfortable?" (one unit)
"I am (uncomfortable)". (one unit, "uncomfortable" is clearly implied.)

Incomplete sentences are not scored unless there is either a subject, verb, and clearly implied object, or on the other hand, a verb, object and clearly implied subject. That is, only when a complete simple sentence can be clearly constructed and the implied components are not made explicit in a subsequent unit, is the unit scored. For example:

a) "I'd like to try it../you know...(I'd like to) see if I could do it." (two units, subject implied)

b) "Oh, I don't know...(that)" (one unit, object clearly implied)

1. Questions

Questions are not scored unless they can be transformed into a simple sentence. For example:

a) "What?" (not scored)

b) "Who are you?" (one unit)

The following are examples of units of analysis, with 1) the sentence type and 2) commentary reflecting the basis for describing it as a single unit.

1. I'm uncomfortable. ($S_{10}$)
2. I find myself opting out. ($S_1$, adjective participial phrase serving deictic function)
3. I find myself going back. ($S_1$, adjective participial phrase serving deictic function)
4. I find myself thinking about something else. ($S_1$, adjective participial phrase serving deictic function)
5. I find myself picking up something to think about. ($S_1$, adjective participial phrase and adjective infinitive phrase serving deictic function)
6. I find myself avoiding being here. ($S_1$, adjective participial phrase takes the place of a noun)
7. I wonder (I wonder = "perhaps", with a question mark, not a separate unit, D) if other people are doing that ($S_5$).
8. You know, something about this seems very threatening. ("you know"

= sentence fragment, $S_{10}$; compare "It is threatening." for deictic function of "something about X")

9. I figure (I figure = "probably", not a separate unit, d) that the first one to say something is going to get attacked (by someone) ($S_6$, passive voice, agent implicit; subordinate clause serves deictic function)
10. Now (that) we've come into the new idea of individual focus. ($S_9$)
11. If I say something first. ($S_1$)
12. I'm going to get attached (by someone). ($S_6$, passive voice, agent implicit)
13. Is anyone else feeling that? ($S_5$)
14. Well, I'm not certain (about) what will happen, you know" ($S_3$, subordinate clause as object of implicit preposition)
15. If I speak up and say, "Well, this is what I'm thinking or feeling", ($S_1$)
16. Someone will just zero in. ($S_9$).
17. Someone will just say, "Um, I sense you're uncomfortable." ($S_1$)
18. Well, I said it. ($S_1$)
19. I am (uncomfortable). ($S_{10}$)
20. Well, hit me, (implicit agent, $S_1$)
21. Or hit somebody else (implicit agent, A, $S_1$)
22. So I can watch. ($S_7$)
23. I don't wanna go away, ($S_9$)
24. But I am (going away). (implicit participial phrase, $S_8$)